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ABSTRACT

This interdisciplinary American studies curriculum guide for grades 7 through 12 provides a people-oriented approach to American history. Intended to give a sense of history to motivated and nonmotivated students, the guide describes six units which can be used singly as minicourses or together as an in-depth course on American life. Each unit centers on a single theme. The themes, which also represent the six chapters of the book, include the following: in search of an American character, frontier America, industrial America, multiethnic studies, rebellion and reform, and individual and collective power. Verbal and study skills are emphasized throughout the book. Learning methods recommended include simulation games, research, panels, field study, data-retrieval charts, inquiry, and values clarification. Each chapter presents an overview, unit description, student and teacher readings, group and individual activities, learning objectives, and bibliography. A skill enrichment section for teacher use is also included in the document. A more complete description of each unit, with additional classroom programs, is available from the publisher. (Author/DB)

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AN INTERDISCIPLINARY CURRICULUM GUIDE TO AMERICAN STUDIES

Polly Chase Cleary, Sarah Madison and
Charles L. Mitsakos

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GUIDE TO STUDY AMERICA

An Interdisciplinary Approach to American Studies

by

Polly Chase Cleary, Sarah Madison and Charles L. Mitsakos

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INTRODUCTION

Perhaps the most motivating force in an American Studies curriculum is people. In our own teaching experiences, we've found that a personalized, humanized approach to the history and literature of America can motivate even the non-history student.

Thus, the *Guide to Study America* presents a people-oriented rather than institution-oriented focus for a comprehensive, practical program in American history and American literature. It suggests to the teacher six different units, each of which is complete in itself. A single unit might be used as a full minicourse or simply to introduce a concept or enrich existing curricula. Together, all six units can be used as an independent, in-depth course on American life—past, present, and future.

The readings recommended and examined in each unit fall within specific time frames. Each book contributes to exploring the many facets of a chosen theme. The themes covered in *Study America* are as follows:

I. In Search of an American Character
II. Frontier America
III. Industrial America
IV. Multiethnic Studies
V. Rebellion and Reform
VI. Individual and Collective Power.

Interdisciplinary in concept, the Guide suggests both fiction and non-fiction. Students may choose from biographies, novels, essays, poetry, ballads, short stories, plays, and narrative histories. To accommodate individual teaching styles and varying time sequences, students can read one or more books and relate their experiences through individual, small- or large-group activities that are suggested throughout. All titles are high-interest paperbacks with reading levels ranging from grades seven through twelve. Learning objectives are included at the start of each unit.

A unit begins with activities that introduce the theme and do not require the completed reading of a text. This provides sufficient time for students to read at least one book. Remaining activities focus on performance and ask students to draw on their unit readings and research to participate in dramatizations, simulation games, survival exercises, independent study, and more. Culminating activities utilize all readings and help the teacher pull together learning for that unit.

Many of the activities are available on ditto masters in Bantam's *Study America* classroom programs. However, all have been reproduced here for easy teacher reference.

One final concern to be mentioned at this point is the attention given to skills. Although skills orientation is included throughout the Guide, with emphasis given to verbal and study skills, a special section, "Skills Enrichment," has been provided for those educators who feel their students need more work in mastering basic skills.

Study America is designed to be flexible. This Guide, although comprehensive, is a suggested course of study, allowing educators to add to and rearrange goals and objectives to suit individual concerns and changing needs.

Learning Methods

A variety of learning methods are used throughout *Study America*. These include:

- simulation gaming
—researching
—paragraph, essay, report, and creative writing
—panels and symposiums
—class and group discussions
—values clarification
—field study
—cultural festivals
—data-retrieval charts
—inquiry learning
—culminating activities.

UNIT I

In Search of an American Character

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OVERVIEW

The question of an American character, based on the authors' belief that the interaction of the American Indian cultures with those of the first immigrants and the influence of subsequent waves of immigrants created approaches to life which were particularly American, is introduced in Unit I. As these became part of American tradition, they were reflected as character traits. Taken together, these add up to a distinct but varied American character.

What are these character traits? Let's look at some of the most important. To begin, look around—there are people climbing aboard buses, driving cars, shopping for food, clothes, cosmetics, going on picnics, vacations, playing baseball in the sun; Americans are an active people. Of course, the whole world does things, but Americans seem to have an impatience, a restlessness that distinguishes our movements and which may stem from habits formed by our unique origins. The early settlers in America faced a wild and strange land, a land that, by their standards, needed to be tamed. This demanded action.

Survival, in those days, depended on hard work and a pragmatic approach to life. The immigrants brought with them a lifetime of hard work and the belief that they would share in the fruits of their labor. This belief system became known as the work ethic. We often speak of going "from rags to riches," meaning that even the poorest man can get as far as his labors will take him.

Do Americans still believe in the work ethic today? In fact, how many traits have survived from their origins into the twentieth century? This unit of STUDY AMERICA investigates that question.

Students will begin by examining self through values and other small-group activities. From self, they proceed to examining the varied character of contemporary American society. They learn how to deal with the pitfalls of stereotypes and how to discover real regional and ethnic traits.

Students will then examine representative American traits. Finally, they will explore the beginnings of these traits through the study of class and society in Virginia and the Plantation colonies, Puritanism in New England, Indo-European culture conflicts, and the contribution of selected ethnic groups to the development and growth of American society.

Six books have been specially chosen because they fit these themes and offer a reading level range from grades 7-12. These are: Steinbeck's *Travels with Charley*, Sohn and Tyre's *Frost: The Poet and His Poetry*, Lincoln's *The Negro Pilgrimage in America*, Richter's *The Light in the Forest*, Melville's *Billy Budd, Foretopman*, and Daigon and LaConte's *The Good Life U.S.A.* They provide a collage of long and short readings spanning much of American history and representative of its literature. Each book provides substantial evocations of American traits and contributes to the search for, as well as the definition and understanding of, an "American Character."

This unit of STUDY AMERICA has selected five traits, in particular, as representative of American values. *These are: hard work and the work ethic; restlessness; self-reliance and individualism; pragmatism; and the belief that American society is a superior one.* The teacher may concentrate on these or use them as the core for further explorations.

The organization of this unit combines small-group activities with culminating ones. Some are presented, in the text, as "Handouts" or "Student Activity Sheets." Ditto masters for these are available.

This unit provides all the materials for the beginning of a year-long course in interdisciplinary American Studies. At the same time, the materials are ample and varied enough to be used as a minicourse dealing with the search for an American character.

RATIONALE AND UNIT DESCRIPTION

Any course of study should begin by giving the student firm direction. The profile of a country is not just its history or its geography, but its people—who they are, what they did and how they view themselves.

Every country has a profile and, although there are many stereotypes about Americans, it stands to reason that we too have a distinct identity. The cumulative effect of all our struggles for independence, the vast distances that separated the new world from the old (and later the cosmopolitan East from the rugged West), and the waves of immigrants who provided a continuous renewal of hope and ambition all served to make this country different from all others.

Very often, in the modern "global village," it is easy to lose sight of the fact that we have been influenced deeply by just growing up where we did. No matter what we learned later, we were influenced from the beginning by traditions so commonly shared that we may never have thought about them consciously. Some elements of pragmatism, self-reliance, the belief that we have created a superior society exist in each of us. They become a part of our personalities so that no matter who we are, or what problems we face, our approach to life is somewhat characterized by them.

This unit of STUDY AMERICA fulfills two essential functions. It introduces the student to the concept of an American character, on the levels of self and society, teaching the student to identify character traits and put them into context. And it guides the student in discovering their origins in the beginnings of our history. Using both contemporary and historical sources, it points to the most basic and commonly held character traits of Americans and reveals the ways they have combined in individuals to produce such diverse results.

Bantam Materials

Through fiction and non-fiction, poetry and commentary, the six books selected as basic source material provide a rich variety of experiences for the student. In the order they are discussed, they are: Steinbeck's *Travels with Charley*, Lincoln's *The Negro Pilgrimage in America*, Sohn and Tyre's *Frost: The Poet and His Poetry*, Daigon and LaConte's *The Good Life U.S.A.*, Melville's *Billy Budd, Foretopman* (an option for more able readers), and Richter's *The Light in the Forest*.

The activities for students which accompany the source readings are ample and varied. They have been designed to be adaptable to both short and long unit schedules. Among them, the teacher will find both structured and unstructured strategies. All are geared to skill levels from grades 7-12. Note throughout this guide the teacher copy of Student Activity Sheets, which are provided on ditto masters in a packet in the STUDY AMERICA program.

Student Activities (the activity number is in parentheses) and Student Activity Sheets (Handouts) have been numbered. Activities 1-53 and Handouts 1-7 are specifically connected to the thematic course material.

Activities 1-4 explore the character of self through a series of values activities which focus on the individual and allow time for students to read one unit title.

Activities 5 and 6 compare character traits of many Americans with those noted in Steinbeck's *Travels with Charley.*

Activity 7 introduces *The Negro Pilgrimage in America.* In this, and the other activities through 14, the linking of self to society is examined.

Handout 1 and Activities 15–20 engage the student in thinking about one traditionally honored value in our society —the work ethic.

Activities 21-26 and Handouts 2 and 3 deal with restlessness and its good and bad effects. They introduce Frost's "The Death of the Hired Man."

Activities 27-29 accompany the suggested class discussion of self-reliance and individualism. The sources are *Billy Budd, Foretopman,* and readings from *The Good Life U.S.A.*

Activities 30-32 are devoted to examining American pragmatism. They use previously introduced sources.

Activities 33-35 explore Americans' belief that theirs is a superior society.

With Activities 36-38, the student begins to apply his learnings about character traits to early American society. The main source for Handout 4 is *The Secret Diary of William Byrd.*

Activities 39-41 and Handouts 5 and 6 continue the investigation of early American society, concentrating on the Puritan colony of Massachusetts. Source matter includes material by Increase Mather.

Activities 42-51 cover the development of American character traits, encouraging the student to generalize from the specific cases he or she has been examining. *The Light in the Forest* is introduced as a source.

Activities 52 and 53, and Handout 7, specifically consider the traditional influence of immigration on American character traits.

Teacher guidelines and teacher-directed classroom activities accompany the above material. Although they are explained in detail, the teacher may alter them or use them as a point of departure for his or her own activities. In the text, the classroom guidelines and activities are given first; activity instructions intended for students follow, with numbers in parentheses.

Although this unit is flexible enough to be used in either a highly condensed or expanded form, it will easily fit without alteration into a span of eight weeks.

Basic Skills Enrichment

Many teachers will wish to use the source material for this unit as the basis for activities which increase the student's competence in basic skills. See the "Skills Enrichment" section, p. 327, for skills activities organized into the following four categories: study skills, oral skills, vocabulary skills, writing skills.

BEHAVIORAL OBJECTIVES

Having completed Unit I of STUDY AMERICA, students will be able to:

1. List personal traits of character.
2. Identify the elements that make up character.
3. Describe contemporary character traits that are typically American.
4. Compare their own list of American character traits with those traits suggested in Steinbeck's *Travels with Charley*.
5. Identify stereotypes which have arisen about different American groups; describe their impact on American life.
6. Identify different regional and ethnic traits in American society; describe their impact on American life.
7. Describe what is meant by the "work ethic," and the impact it has had on American life. Give examples of it from history, literature, poetry, and music.

8. Describe "restlessness" as an American character trait by giving examples of it from the contemporary scene.

9. Describe the impact that self-reliance and individualism have had on the development of American character.

10. Give examples of American pragmatism.

11. Identify evidence of Americans' belief that theirs is a superior society, in both historical and contemporary events.

12. Write a descriptive essay describing their (the students') own character in which they apply such traits as are mentioned above.

13. Apply American character traits in an analysis of mobile home life in the U.S.

14. Identify the elements of American character that may have been influenced by the American Indians.

15. Trace the development of American character traits during colonial America.

16. Contrast and compare life in the Plantation Colonies with life in New England and describe how they affected the development of American character traits.

17. Compare and contrast the view of Colonial Virginia in "William Byrd's Diary" with the perspective in *The Negro Pilgrimage in America.*

18. Apply elements of American character in the analysis of individuals in the poetry of Robert Frost, and the novels *The Light is the Forest, Billy Budd,* and *Travels with Charley.*

19. Evaluate an analysis of American character traits by an 18th century European writer.

20. Find evidence of national or regional character traits during an out-of-school field study.

TIME FRAME

Dates and events given below refer to data associated with learnings in this unit. They are included to show the variety of beginnings and the growth of American character traits.

1492	Pedro Alonzo Niño, black navigator of the *Niña*, sails to the New World with Columbus.
1598	Spaniards found a pueblo at Santo Domingo, New Mexico.
1607	English settle at Jamestown, Virginia.
1618	Revised land laws in Virginia open an age of land speculation.
1619	First black indentured servants arrive in Jamestown.
	Virginia's House of Burgesses is the first elected assembly in America.
1622	American Indians revolt in Virginia.
1630	Puritans found Massachusetts Bay.
1636–1659	Dissenters trouble the Puritan theocracy.
1637	Pequot War in New England.
1644	American Indians revolt again in Virginia.
1670	An act of Virginia's House of Burgesses makes blacks "slaves for their lives."
1675	King Philip's War in New England.
1676	Bacon's Rebellion in Virginia.
1680	Pueblo Revolt in New Mexico.
1718	French-Canadian Sieur de Bienville founds New Orleans.
1770	Crispus Attucks is the first to die for American rights.
1773	Phillis Wheatley, black poetess, publishes *Poems on Various Subjects.*
1776	Declaration of Independence recognizes an American identity. Jefferson fails to convince the Continental Congress to end slavery in the Declaration.
1783	United States independence becomes official.
1840–1921	A flood of immigrants enrich America.
1868	Negroes become citizens.
1924	American Indians become citizens.

STRATEGIES AND ACTIVITIES

Introducing American Studies

Since the initial meetings of a course often set the "tone" for an entire program, plan these early sessions to: 1. establish a staff-student rapport, 2. reinforce positive interaction among students, 3. as the former are accomplished, initiate the formal learning process.

Given below are some suggestions for the implementation of these outcomes. They are suggestions only, for the delicate art of beginning a course with a small society of diverse individuals is, and must remain, a subjective practice heavily dependent upon the nature of both students and teachers, as well as variables in school and community environment.

Teachers traditionally have been reluctant to tell students much about themselves. Those who talk to students about themselves generally discover that some startling things happen. Students are more willing to talk (and write) about themselves. Common interests are discovered and shared. A communication base is established.

Teaching teams will find this sharing particularly important in establishing a team rapport with classes. Through this strategy, students gradually become aware that although they are learning with a "team," the team members, like themselves, are individuals with varying backgrounds, styles, strengths, and weaknesses.

On the first day of class, along with self-introduction(s), present a brief, informal overview of the course, or at least of this unit. Visualize with charts, slides, or posters wherever possible. Encourage student questions and comments; students may have had no previous experience with an interdisciplinary course. They will probably be most interested in what makes American Studies "different" from traditional American literature and history classes. Older students are often curious about how American history and literature "fit" together into an interdisciplinary course.

Books may be distributed at this point. Let students know that as they complete a title (they will work in both small and large groups and occasionally alone) they should relate what they have read to the unit theme "In Search of an American Character." The next set of values activities provides time for students to read at least one book before exploring activities more specifically related to the titles.

Character: Self

Values Activities

In the three values activities to follow, teachers as well as students participate in a self-examination of character.* Who am I? Can I describe myself? What are my strengths and my weaknesses? Objectives of these values exercises are: 1. establishing a staff-student rapport, 2. facilitating group interaction, 3. encouraging students to examine positive and negative aspects of their character, 4. reviewing or introducing rank-order and continuum skills, 5. allowing time for students to read one main source book. Suggest that students begin keeping a notebook for the activities and handouts which follow.

(1) List five positive descriptive words that best fit you. Then share your adjectives with another student, preferably someone you do not know, for about five minutes. As a class, choose a recorder to write 15 or 20 of these adjectives on the blackboard from various lists as students call out the words.

Using the blackboard list, place these words on the same paper and circle five for which you would like to be remembered.

Number the five circled words from most to least important. Then share your list with a different student than before.

A second, related activity is a values continuum of both

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*For other values clarification activities see Sidney B. Simon, Leland W. Howe, and Howard Kirschenbaum, *Values Clarification—A Handbook of Practical Strategies for Teachers and Students* (New York: Hart Publishing Co., Inc., 1972) and Louis E. Raths, Merrill Harmin, and Sidney B. Simon, *Values and Teaching* (Columbus: Charles E. Merrill Publishing Company, 1966).

positive and negative character traits. Students explore not only their strengths but also their weaknesses.

(2) Make a list of five positive and five negative adjectives about yourself.

As a class, choose a recorder to write 20 or 25 of these adjectives on the blackboard from various lists as the students call out the words. Try to have about the same number of positives and negatives.

Take five positive and five negative words from the blackboard list and chart them according to the way they apply to you at the present time, like this:

How true!	Well, maybe . . .	Not true!

Share your chart for about five minutes with another student whom you do not know.

Culminating Activities

Character analysis of self by students may be further developed through a third values activity which may also serve as a culminating activity for this section.

(3) Bring to class stacks of magazines containing pictures. During one class session, select pictures which help say something about yourself. Sort out your hobbies, interests, hopes, disappointments, strengths and weaknesses, likes and dislikes, and goals. Select, organize, and paste the pictures you have selected onto poster board or oaktag. Try to make your collage as complete and descriptive as possible.

Tack your collage to the bulletin board when you finish or at some convenient time in the school day. You have the option of remaining anonymous to the class if you wish, or your name may be placed on the back of the collage.

The teacher may select the collages that are most interesting, or seem to provoke student comment, and casually point out the characteristics these show. It won't be long before students are claiming the collages, if all goes well. If not, nothing has been lost, because everyone remains anonymous. A good follow-up to this activity is to save the collages until the end of the course and have students comment on how many of the visuals they would then change.

The following activity is the first major writing assignment in this unit and is a culminating activity in the self-examination of character. It can be presented over several class periods while students are completing the reading of a unit title. In addition, this writing activity permits students to compare their own character with that of a major American writer. For younger students the teacher assigns a paragraph, then reviews the topic sentence and its development in the paragraph. For more mature students the teacher assigns an essay, then reviews the components of effective essay construction.

Teaching teams in English and social studies may want to emphasize that they are both equally concerned with the development of good writing skills and that both will evaluate written work for form and content. This provides a double emphasis on writing skills and is an important academic advantage of teamed courses.

If students are reading a variety of titles in the course simultaneously, this could be a class activity by reading or distributing to the students pages 20 and 29 of *Travels with Charley.*

(4) On pages 20 and 29 of *Travels with Charley,* Steinbeck describes his own character and gives a physical description of himself. After reading it carefully, write a composition describing your character. Then describe your physical appearance; you may also wish to sketch, paint, or sculpt your appearance.

Character: From Self to Society

Introductory Activity

Having completed some self-examining values activities, students are ready to broaden their concept of character from self to society. Why am I the way I am? What effect do others have on my character?

Activities (5) and (6) compare group lists of "typical" American traits with those noted by John Steinbeck in *Travels with Charley.* Following these activities are strategies which focus on the problems of defining a national character; they examine stereotyping and the existence of regional and ethnic character. Finally, activities focusing on representative American character traits are offered.

To initiate the next activity, ask several volunteers to find definitions of "character" and "character trait" in a few different dictionaries. Help the class to formulate an acceptable definition for each. Then, ask the students to consider the *elements* that make up "character." These may be placed on the blackboard and added to students' notebooks.

(5) Brainstorm with a partner to try to identify character traits that you think are typical of many Americans. Keep a list of *all* the traits you mention. Then share these traits with the class, dropping any which a substantial majority may oppose.

Traits which may be mentioned include: hard work, restlessness or rootlessness, self-reliance, individualism, practicality, generosity, hospitality, etc. Have a student place the class list of typically American character traits in the left column of a duplicating master. Give a copy of this list to each student to be used in the next activity.

Read or distribute to the class page 56 of *Travels with Charley*. Then ask students to look at the master list of character traits which they generated in the previous activity.

(6) Make a second and third column on your master list of character traits. In the second column, list the *elements* in character as given by Steinbeck on page 56. In the third column, list character *traits* that are typically American, according to Steinbeck. Compare and contrast the master list of traits and the list from *Travels with Charley* with a partner, noting briefly on the paper the points of agreement and disagreement.

Student lists of character traits in *Travels with Charley* will probably be similar to the suggested list following the previous activity. These two activities can also be performed by small groups, depending on how many students have read the book.

Stereotyping

A possible pitfall in looking for "typical" character traits will be the danger of stereotyping. Ask students to suggest catchy titles for contemporary American stereotypes they know about. Some sample responses might be:

a. drunken Indians
b. bleeding heart liberals
c. red-neck farmers
d. castrating females

e. lazy Mexicans
f. drug-crazed hippies
g. senile senior citizens
h. brutal black bucks

Topics for discussion:

a. What evidence in *The Negro Pilgrimage in America* refutes racist stereotypes about black Americans? What effect does stereotyping often have on black Americans and other minorities? (pp. 166–72)

b. In *Travels with Charley*, how does Steinbeck try to avoid stereotyping a national American character? What evidence of a regional or ethnic character does he observe? Why is he so concerned about standardization in American life? (pp. 115, 208)

c. Why does stereotyping make defining the American character difficult?

Reinforcing Activities: Stereotyping

(7) Observe the current movie and television scene. Form small groups; make notes of stereotyping, and share them with others in the class.

(8) Look at current magazines and newspapers. Clip evidence of stereotyping. Label each item and organize them into a poster, booklet, or collage.

(9) From slides or pictures by Norman Rockwell, analyze the character traits he portrays. How has Rockwell's enormous commercial success reinforced values (or stereotypes) about the middle class?

(10) After reading about "Zenith, U.S.A." (from *Babbitt*, by Sinclair Lewis, on page 8 of *The Good Life U.S.A.*), share with others the stereotype presented. Or, do you think that the Zenith folks are for real?

(11) Not all stereotypes are cruel or demeaning. Perhaps a complete failure to stereotype might detract from some of the richness—and humor—of American life. Read W. H. Auden's poem "The Unknown Citizen" (*The Good Life U.S.A.*, p. 130). To what extent can you, or would you, wish to identify with him? Share your ideas with a friend.

Regional and Ethnic Character

While we can speak of an "American Character" in a general sense, regional character traits—as well as vibrant ethnic characteristics—still remain. Both contemporary regional and ethnic character traits come through strongly in *Robert Frost: The Poet and His Poetry, The Negro Pilgrimage in America,* and *Travels with Charley.* Students reading any or all of these are certain to pick this up.

Topics for discussion:

a. What New England Yankee character traits are revealed in Frost's poetry, particularly "Mending Wall" (p. 104)? Compare this with Steinbeck's revealing experience at breakfast in a New England diner on pages 33 and 34 of *Travels with Charley.*

b. How does Lincoln show a newly appreciated, positive ethnic growth among black Americans in "A New Ethnic Spirit" at the end of *The Negro Pilgrimage in America?* How does he define "soul"?

c. What special ethnic traits are shown in Steinbeck's experience with the French-Canadians in Maine? How does he explain their ethnic spirits? (see pp. 63–69)

d. What devastating event does Steinbeck witness in Louisiana? Why does this cause him to question his own ability to identify regional character? (see pp. 247–57) Do you feel that Steinbeck is biased in his analysis of national, regional, and ethnic character?

e. What special character traits have you observed in your city or region that you think might be different from the rest of the country?

Reinforcing Activities: Regional and Ethnic Character

(12) Show that you know about native words by collecting a list of words and expressions native to your region. Interview older people who can tell you some of the now-disappearing expressions. As a term-long class project, compile these words and their meanings in a notebook and submit it to your school or local library.

(13) In a small group, create a pictorial essay of your region or city and its people. If Steinbeck has mentioned your area be sure to point out where your group agrees and/or disagrees with him.

Culminating Activity: Regional and Ethnic Character

(14) Plan an ethnic or regional cultural festival for your class or school, making it as varied as possible. In-

clude: foods, dance, special dress, arts, and participants from the community.

The Work Ethic

Of all the character traits associated with an American identity, none has been more necessary to survival—past and present—than the work ethic. Questioned, rejected, belittled, lauded, work—or the lack of it—molds our lives, influencing almost everything we do. Student Activity Sheet 1 deals with the work ethic—from ancient times to the seventies. After students read the *Time* Magazine essay, encourage a general discussion of what the work ethic means to students. An informal survey of how many students have jobs might be made on the spot. To what extent do they value their work (or think they would if they were employed)? Expect most students to challenge the introduction to the essay and agree with its conclusion—that the work ethic is alive and reasonably well. Talking about jobs is something students really like to do. (This reading is also a way of starting some thinking about where the work ethic came from.)

STUDENT ACTIVITY SHEET 1

You have already seen that Americans have always valued hard work, as long as they could share in the fruits of their labor. This essay explores the past, present, and future of this character trait. As you read, decide how you would answer the question posed by the title, perhaps from your own experiences.

"Is the Work Ethic Going Out of Style?"*

In the pantheon of virtues that made the U.S. great none stands higher than the work ethic.

But there are signs aplenty that the ethic is being challenged, and not just by welfare recipients. In offices and factories many Americans appear to reject the notion that "labor is good in itself." More and more executives retire while still in their 50s dropping out of jobs in favor of a life

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*Excerpt from "Is the Work Ethic Going Out of Style?" from *Time*, October 30, 1972; copyright © 1972 by Time, Inc. By permission of the publisher.

of ease. People who work often take every opportunity to escape. In auto plants, for example, absenteeism has doubled since the early 1960's to 5% of the work force; on Mondays and Fridays it commonly climbs to 15%. In nearly every industry, employees are increasingly refusing overtime work; union leaders explain that their members now value leisure time more than time-and-a-half.

Beyond that, an increasing number of Americans see no virtue in holding jobs that they consider menial or unpleasant. More and more reject such work—even if they can get no other jobs. Shortages of taxi drivers, domestic servants, auto mechanics, and plumbers exist in many places.

These developments should not come as too much of a surprise, considering that only fairly recently in human development has man—or woman—had anything but contempt for work. The Greeks, who relied on slaves for their work, thought that there was more honor in leisure—by which they meant a life of contemplation—than in toil. As Aristotle put it: "All paid employments absorb and degrade the mind." Christianity finally bestowed a measure of dignity on work. Slaves and freemen are all one in Christ Jesus, said St. Paul, adding, "If any one will not work, let him not eat." For the medieval monks, work was a glorification of God; the followers of St. Benedict, the father of Western monasticism, set the tone in their rule "Laborare est orare"—to work is to pray. During the Reformation John Calvin asserted that hard-earned material success was a sign of God's predestining grace, thus solidifying the religious significance of work. Around Calvin's time, a new, commerce-enriched middle class rose. Its members challenged the aristocracy's view that leisure was an end in itself and that society was best organized hierarchically. In its place they planted business values, sanctifying the pursuit of wealth through work.

The Puritans were Calvinists, and they brought the work ethic to America. They punished idleness as a serious misdemeanor. They filled their children's ears with copybook maxims about the devil finding work for idle hands and God helping those who help themselves. Successive waves of immigrants took those lessons to heart, and they aimed for what they thought was the ultimate success open to them—middle class status. They almost deified Horatio Alger's fictional heroes, like Ragged Dick, who struggled up to the middle class by dint of hard work.

During the Great Depression, the work ethic flourished because people faced destitution unless they could find something productive to do. World War II intensified the work ethic under the banner of patriotism. While the boys were on the battlefront, the folks on the home front serenaded Rosie the Riveter; a long day's work was a contribution to the national defense. In sum, the American work ethic is rooted in Puritan piety, immigrant ambition and the success ethic; it has been strengthened by Depression trauma and wartime patriotism.

Not much remains of that proud heritage. Today, in a time of the decline of organized churches, work has lost most of its religious significance. Horatio Alger is camp. Only a minority of workers remember the Depression. Welfare and unemployment benefits have reduced the absolute necessity of working, or at least made idleness less unpleasant.

Do all these changes and challenges mean that Americans have lost the work ethic? There is considerable evidence that they have not. After all, more than 90% of all men in the country between the ages of 20 and 54 are either employed or actively seeking work—about the same percentage as 25 years ago. Over the past two decades the percentage of married women who work has risen from 25% to 42%. Hard-driving executives drive as hard as they ever did. Even welfare recipients embrace the work ethic. In a recent study of 4,000 recipients and non-recipients by social psychologist Leonard Goodwin, those on welfare said that given a chance, they were just as willing to work as those not on welfare.

Despite signs to the contrary, young people retain a strong commitment to work. A survey of college students conducted by the Daniel Yankelovich organization showed that 79% believe that commitment to a career is essential. 75% believe that collecting welfare is immoral for a person who can work, and only 30% would welcome less emphasis in the U.S. on hard work.

The work ethic is alive, though it is not wholly well. It is being changed and reshaped by the new desires and demands of the people. "The potential of the work ethic as a positive force in American industry is extremely great," says Professor Wickham Skinner of the Harvard Business School. "We simply have to remove the roadblocks stopping individuals from gaining satisfaction on the job. The work ethic is just waiting to be refound."

In the new ethic, people will still work to live, but fewer will live only to work. As Albert Camus put it: "Without work all life goes rotten. But when work is soulless, life stifles and dies." It will be a long while if ever, before men figure out ways to make the work of say a punch press operator or a file clerk soul-enriching. While waiting for that millennium—which may require entirely new forms of work—bosses who expect loyalty from their employees should try to satisfy their demands for more freedom, more feeling of participation and personal responsibility, and more sense of accomplishment in the job.

In addition to the *Time* essay, select passages from *The Negro Pilgrimage in America* or *Travels with Charley*. Discuss and share evidence found in each that contemporary Americans, of all ethnic backgrounds value hard work—even work which our society tends to demean.

Topics for discussion:

a. Why do most people on welfare indicate that they would rather work?

b. Why do you think that some jobs cannot be filled when so many people say they cannot find work?

c. What happens to the value of work when some jobs are "put down" by society?

d. What makes a person work hard?

e. What effect does work (or the lack of it) have on the individual? the family? the community?

Reinforcing Activities: The Work Ethic

In addition to the *Time* essay, most of the unit titles deal with the work ethic and one of its outcomes, materialism, in some way. One format for presenting this material from the various books is to have students fill out a data retrieval chart. For this activity, cluster students who read various titles into small groups so that they may share information from the books.

(15) Data Retrieval Chart

To complete this chart, use information from the book(s) you have read and from the TIME essay on the work ethic. By sharing information with the students reading other titles you will be able to fill in the necessary data.

THE WORK ETHIC

KEY QUESTIONS:	TIME Essay	*The Negro Pilgrimage in America*	*Travels with Charlie*	"Death of the Hired Man," Frost	*The Good Life U.S.A.* (pp. 100-1, 106-8, 112-3)
1. Briefly list the values about work found in these readings.					
2. For what reasons do most people work hard?					
3. What effects does work (or the lack of it) have on the individual? the family? the community?					
4. Why do some kinds of jobs go unfilled when many people say they are looking for work?					
5. What alternatives are suggested to the standard view of the work ethic today?					

Mature students with good writing skills may be assigned an *argumentative essay* dealing with the relationship of excellence to the work ethic.

(16) In Frost's "The Death of the Hired Man," (pp. 93–98) Mary's point of view opposes Warren's. Warren objects to the hired man's habit of coming to the farm after the hard work is done; but Silas, the hired man, is also admired for his competence on occasions when he does his work. This modification of the work ethic—which brings admiration for excellence rather than money or wealth, specifies a common outcome of the American character trait concerning the work ethic. Write an argumentative essay defending excellence, rather than amount of time expended, as a criterion for the work ethic. Find qualities of excellence admired by Warren. To what extent has excellence as a goal faded since craftsmanship gave way to mass production techniques? (see *The Good Life U.S.A.*, p. 93 where a worker suggests giving recognition for jobs well done.)

A career education activity related to the work ethic is given below.

(17) In small groups, devise a set of interview questions for jobs you would like to get after you finish school. Check with some local employers in these job areas to see what questions they commonly ask of prospective employees. Then present a job interview to the class, using the roles of interviewer and job seeker.

After these interviews are presented by various groups, the class may wish to vote on which job seekers are most likely to be hired and why.

Culminating Activities: The Work Ethic

(18) Set up or participate in a "Career Day" in your school or community. If your area does not have one, you could invite several community people to speak to your class about job opportunities now and five years from now. Employers really like to do this—it's good public relations and some even bring slide shows and exhibits.

For more able students:

(19) How is the work ethic changing? Interview as many

people of all ages as you can, and try to answer that question. Concentrate on: a. how people see their future in society, b. how roles are changing today, and c. what new life-styles seem to be emerging. Try to determine if this will affect the future values of society. Present your conclusions as an essay or present them on a poster.

The teacher may use the most successful of these projects as a basis for class discussion. Although it can be done individually, this activity lends itself to small groups.

Restlessness

Steinbeck found on his cross-country trek that most people he met—young and old—envied his journey, his restless wandering. Americans appear to be as restless today as their pioneer, immigrant ancestors. City telephone numbers now change so rapidly that they must be updated daily by computer; 20% of our population moves each year.

Topics for discussion:

a. What evidence of restlessness or rootlessness do you see in your community? In yourself?

b. What are the positive and negative effects of restlessness or rootlessness? Consider, for example, how many times your family has moved and how it has affected you and other family members.

c. How does work (or the lack of it) affect the mobility of many Americans?

Reinforcing Activities: Restlessness

(20) Informally survey how many times your group or class has moved. Share individual experiences of moving and how it has affected fellow students and their families. Compare experiences with a classmate who has never moved from his or her present address.

For several years, manufacture of mobile homes in the United States has exceeded construction figures for single-family, fixed location dwellings. There are strong indications that as the single-family home grows too costly for most families, mobile home living will offer a viable alternative, just as apartment or condominium living offers such alternatives in large urban areas. (Steinbeck alludes to this on pp. 95–104.) Whether or not your community contains mobile home parks, you may wish to deal with this growing American habitat and the restlessness it signifies.

Prepare for the next activity by getting brochures, posters, mobile home magazines and other material from a friendly trailer dealer, park owner or manager. The Real Estate section of the local newspaper is also helpful.

(21) Look at literature on mobile homes. If any student(s) in the class live in mobile homes, ask them to serve as moderators and researchers for the group. Focus questions on:

a. Why do people choose to live in mobile homes?
b. What are the advantages and disadvantages of mobile home living?
c. Compare and contrast mobile home living to apartment or condominium living.

(22) Research

Find specific data on as many of these items as possible:

a. cost of purchasing mobile homes,
b. terms for purchasing mobile homes,
c. resale value of mobile homes,
d. costs of moving a "mobile" home,
e. costs for license plates,
f. various taxes on mobile homes in your area,
g. rental costs at mobile home parks,
h. facilities provided by mobile home parks.

For this research the class may be divided into several small groups. In communities containing considerable numbers of mobile home dwellers the completion of this activity readily leads into questions such as:

a. What are the greatest advantages of mobile home living?
b. Do you foresee a point in your future life when you think mobile home living might be right for you?

Two writing activities are given below. The first is intended for older students who have carefully read Frost's "Death of the Hired Man." The second is recommended for younger students; the content involves easy biographical research and the essay format can be used to reinforce teacher-selected writing skills.

(23) In writing, discuss the reasons Silas leaves when Warren "needs him most" (in Frost's "The Death of the Hired Man," pp. 93–98). Does Silas' constant movement in any way typify the restlessness and

rootlessness found by Steinbeck in *Travels with Charley* or in other readings from this unit?

(24) Research

Some Americans have gained success because they were restless. Look up information in a general reference source about an early explorer or settler in America who achieved success. Write an essay about this individual showing the relationship between his/her restlessness and success.

Introducing Inquiry Skills: Restlessness

Several sections in *Travels with Charley* deal with restless, traveling Americans. In two of these sections, Steinbeck finds evidence of unseen travelers who have preceded him and makes inferences and judgments about these people. Both of these situations are ideal for introducing inquiry skills to students.

Two inquiry skills handouts, adapted from *Travels with Charley*, are available. Student Activity Sheet 2 is recommended for older students, due to the maturity of its content. The other handout is suitable for younger classes.

Before distributing the appropriate handout, place the following terms on the blackboard and discuss their meaning, encouraging students to cite examples of each. (These terms are basic to working with inquiry.)

concept
data
bias
value

hypothesis
evidence
inference
judgment

As a measure of student ability to apply inquiry terms and skills to a given situation, pass out Handout 2 or Handout 3 and have students complete them in class. Handout 2 calls for review of pages 115–19. The other handout covers pages 138–39.

STUDENT ACTIVITY SHEET 2

Using Inquiry Skills in Literature: The Case of "Lonesome Harry"

Directions: Review pages 115–19 in *Travels with Charley*. Then answer the questions below, keeping in mind the inquiry terms just discussed.

1. How does Steinbeck indicate that there is a problem needing a solution?
2. Restate his initial hypotheses about Harry and his visitor.
   a.
   b.
3. List the evidence Steinbeck finds about Harry.
4. List the evidence Steinbeck finds about Harry's visitor.
5. Based on the evidence given above, what inferences does Steinbeck make about Harry? his visitor?
   a.
   b.
6. List any of Steinbeck's inferences that you question and explain your reason(s).
7. What judgments does Steinbeck make about Harry? his visitor?
   a.
   b.
8. Do you agree or disagree with his judgments? Explain.

STUDENT ACTIVITY SHEET 3

Using Inquiry Skills in Literature:
The Case of the Homeless Husband

Directions: Review pages 138–39 in *Travels with Charley.* Then answer the questions below, keeping in in mind the inquiry terms just discussed.

1. What does Steinbeck find in the garbage that interests him? Why?
2. What is Steinbeck's hypothesis about "Jack So-and-So"?
3. On what evidence does Steinbeck base his hypothesis?
4. What judgment does Steinbeck make about "Jack" based on the evidence?

Culminating Activity: Restlessness

For this activity, provide road and air route maps, atlases, travel books, and catalogs of clothing and travel equipment.

(25) In small groups, carefully plan a cross-country trip for one or two persons, perhaps one you have dreamed of taking. Decide on the mode(s) of transportation; specific, mapped routes; equipment; length of the trip; what you expect to see and do; and an itemized expense list. Assemble the completed information into booklet form.

This is a project that will take some time, but it uses many research skills. It can be begun when readings in *Travels with Charley* begin. The small groups can make separate presentations to each other with maps, posters, charts, etc.

Self-Reliance and Individualism

Self-reliance and individualism are traits which, like restlessness, can have divergent outcomes. For example, while such traits can aid in the creation of a strong nation from a wilderness, they may also denote rebelliousness, a reluctance to accept authority other than self. This strain of "the rebel in all of us" is still apparent in American society today.

Travels with Charley, The Negro Pilgrimage in America, The Good Life U.S.A., and *Billy Budd* deal with these traits and their divergent outcomes.

Topics for discussion:

a. How are both Steinbeck and Charley examples of self-reliant individuals? (pp. 11–16, 187)

b. How does Steinbeck's experience at the Canadian border (p. 84) show his uneasiness toward authority?

c. As shown in *Billy Budd*, how does the emergency situation of war operate against the individual? What factors of personality and military necessity influence decisions in the story? What factors of personality and military necessity influence actions in the story?

d. In *The Negro Pilgrimage in America* what examples of self-reliance are given by Lincoln?

e. How is Tillie Lewis in *The Good Life U.S.A.* (pp. 100–1) an example of self-reliance?

f. What special problems do minorities often face in being self-reliant?

g. In what ways does ethnic diversity in America make a positive contribution to the trait of individualism?

Reinforcing Activities: Self-Reliance and Individualism

The next three activities are options for older students reading *Billy Budd* for extra credit. Following these is a culminating activity on self-reliance and individualism which draws from all of the unit titles.

(26) Research
Find out about the U.S.S. *Pueblo* incident in 1968. Compare the situation aboard the *Indomitable* in *Billy Budd* and the *Pueblo* in essay form.

(27) What can you tell about the values of the character Billy Budd? Present an oral report identifying these values and showing how they operated against Billy in time of war. Relate this story to life by discussing qualities of character which seem to make a "good fighting man." To what extent did Billy represent a "rugged individual, suspicious of authority"? The latter question may be used as a focus for your report, if you wish.

(28) Captain Vere, in *Billy Budd*, saw his duty not as an individual human being but as a military disciplinarian in time of war. In other words, he felt compelled by his position to submerge his character to that of the organization. Study the effect of the size of a social group on the degree of freedom present. As a culminating activity, prepare a panel discussion by interviewing employees and management of companies, principals and teachers and students in schools, or any other agencies *of varying size* to determine how size itself limits freedom, if at all. Determine how many interviews of each kind would be necessary in order to collect a fair sample. Determine what questions will be asked, ask specific students to interview, others to compile results, and a third group to participate in the panel discussion. Gather facts through collecting brochures and student guides, too, if you wish. In your interviews, you may wish to focus on whether the particular organization seems more interested in the work ethic than in the exercise of individuality.

Culminating Activity: Self-Reliance and Individualism

The following data retrieval chart may be completed in small groups by students who have read varied books. In this way, they can share information from the six main source

(29) Data Retrieval Chart

SELF-RELIANT INDIVIDUALS

KEY QUESTION: How are individuals shown on tbis chart examples of self-reliant individuals? Give examples from your reading.	Steinbeck & Charley in *Travels with Charley*	Gustavus Vassa, Paul Cuffe, Peter Salem (pp. 13-18) in *The Negro Pilgrimage in America*	True Son in *The Light in the Forest*	Tillie Lewis in *The Good Life U.S.A.*	Warren in "Death of the Hired Man" in Frost

titles in order to complete the chart. This activity may also be used in place of the discussion format which introduced the theme of self-reliance and individualism.

Pragmatism

Americans are a pragmatic, inventive people. We can "make do" with little, relying on our wits and materials at hand to muddle through somehow. On the other hand, this same spirit of pragmatism has helped us create the world's most advanced technological society. But it is a mixed blessing. It brings a life of plenty for some, but it often creates a drain on the nation's resources. And in many cases our human institutions lag far behind the technology we create.

Topics for discussion:

a. To what extent does Steinbeck's decision to go on his trip reveal the trait of pragmatism?

b. What unique laundry method (p. 45) does Steinbeck devise in his camper?

c. What examples can you give of ways in which people "cope," invent, "make do" in order to survive in today's society? Some good possibilities are in *The Negro Pilgrimage in America.*

d. Can you think of examples of pragmatism that have done more than just cope, that have made our lives better? Our schools? Our government?

Reinforcing Activities: Pragmatism

Have students bring in pictures, cartoons, and other material which they feel illustrate pragmatism, and discuss it in class. Focus on:

a. How has pragmatism led to the American fulfillment of the dream of becoming a great scientific and technological nation?

b. How has it led to increased responsibilities because of America's position as a world power?

c. Which readings in this unit reveal the trait of pragmatism?

Culminating Activities: Pragmatism

(30) One offshoot of pragmatism is the automated restaurant. Study word clues, comparison clues, and idea clues that give an impression that Steinbeck doesn't think much of automated restaurants or food dispensers. Defend or refute his ideas in an *argumenta-*

tive essay of 150–300 words. Consider how this kind of automation has come from the American trait of pragmatism.

(31) You may have had some personal experiences with automated food machines. Describe one such experience in an essay of 150–300 words. You can be funny or serious.

(32) Find several volunteers to bring to class something they, or a member of their family, have invented or adapted from another object. Ask your friends to explain how they thought of the idea and then how they went about making it.

The Superior Society

The belief that ours is a superior society, like restlessness, self-reliance, individualism, and pragmatism is a trait that has bad, as well as good effects. Such a belief can spur a people on to greatness and to acts of generosity towards those less fortunate. But what is the price of this greatness? What unjust actions may people do in its name? And what becomes of those not a part of this society?

Topics for discussion:

a. If we believe ourselves to be a superior society, what have been the positive effects of this in the twentieth century?

b. What are the dangers in believing one's group or society to be superior? Give some examples.

c. How does one determine what is superior and what is not?

d. What becomes of minorities and individuals who do not fit society's mold?

Reinforcing Activities: The Superior Society

The first reinforcing activity is an individual honors option for those students reading *Billy Budd*. Since it complements all of the unit readings, the second activity may be completed by an entire class or in small groups.

(33) Write a dramatic dialogue in which the issues implied by Melville in the following statement in *Billy Budd* are expanded. "Knowledge of the world and knowledge of the human heart are distinctly different." You may use Claggart and Budd as characters. Show how a pragmatic knowledge of the world may conflict with belief in ourselves as "special."

(34) Collect poster slogans, particularly ones from World War I or II, that show the attitude that Americans are special. Also, find songs that reflect the same thought, and share them with the class.

Culminating Activity: The Superior Society

The following activity is a "bridge" between the American Character in contemporary society and the search for its beginnings. More able students with good discussion skills could be involved in this offering, sharing their ideas with a larger group or class.

(35) After you have had a day or two to think about it, participate in an informal panel which examines the question: From what sources did Americans develop their belief in being part of a superior society? More complete answers to his question will be explored in the next section.

The Origins of American Character Traits

Previous activities have focused upon defining, valuing, and applying the character of self and contemporary American Society. In this section, students will begin to explore the past for evidence of the development of an American identity.

A number of flexible alternatives are included to aid in this search. Students may examine: class and society in colonial Virginia and the Plantation Colonies, Puritanism in New England, culture conflicts between American Indians and whites during the frontier period, and the contributions of particular ethnic groups to the growth of American character traits. A related time frame is found on page 8.

Learnings in this section, as in preceding sections, may be approached in small groups or a combination of small group-whole class activities formed around the book texts and complementary readings and activities. Culminating questions and activities at the end of the section pull together material explored throughout the entire unit.

Class and Society in Virginia and the Plantation Colonies

Virginia holds an important place in America's past. Marshy, malarial Jamestown was the first permanent settlement in the English colonies, where—because of disease, starvation, ignorance, and conflicts with the American Indians—only about one in twelve survived the early years of the settlement.

Early settlers (called "planters"), although they disliked manual labor, soon discovered that their very survival in the new land required it. Instead of prospecting for gold, they had to raise most of their food and, of course, construct their own shelters and fortifications.

Although Virginia was never a profitable economic venture for her English investors, the settlers did discover a Latin American variety of tobacco that grew well. Soon the "pernicious weed" provided the colony with a cash crop and those who used it with respiratory diseases.

A restless, westward push along Virginia's rivers in search of new tobacco lands became a growth pattern in all the Plantation Colonies. This frontier land speculation also inevitably led to the expulsion, defeat, or death of the Indians.

Tobacco required a considerable amount of care for successful production; labor was in constant short supply. Large numbers of white "indentured servants" were imported for tobacco work and in 1619 the first Negroes were brought to Virginia. For many years they, too, were indentured servants, but a Virginia law of 1670 made non-Christian servants (i.e. black Americans) "slaves for their lives." Any chance black Americans might have had for eventual freedom was later doomed by the invention of the cotton gin, which guaranteed the profitability of slave labor. Thus was codified what already existed in the Plantation Colonies—a class system consisting of wealthy land and slave-owning aristocrats, small farmers and artisans, indentured servants, and black slaves.

The way the colony was governed changed greatly over the years. At first Virginia was managed from England through the unprofitable London Company, which by 1609 had appointed a governor to serve for life. Ten years later the struggling colony became the home of the first elected legislature in America—the House of Burgesses. The Burgesses served as a lower house; a council appointed by the governor functioned as the upper half. Most importantly, this assembly became a model for future representation in the English colonies. In 1624 Virginia became a royal colony, governed directly through the Crown, yet maintaining the colonial political structure already established. Thus began the long process of growing apart from Mother England and establishing an American identity.

Reinforcing Activities: Class and Society

One colonial Virginia aristocrat, also a member of the Burgesses, was William Byrd of Westover. During much of his adult life, he kept a secret diary in both script and code, never intending it for publication. Excerpts given in Student Activity Sheet 4 reveal much about political, economic, and social life in the Plantation Colonies.

STUDENT ACTIVITY SHEET 4

*"The Secret Diary of William Byrd of Westover, 1709–1712"**

A wealthy landowner, William Byrd of Virginia, provides a rare insight into the character of an American in the 18th century. The following excerpts are taken from his personal diary which was written in cursive writing and never originally intended for publication. As you read, watch for entries revealing attitudes of his class toward slaves and Indians.

May 1, 1709

I rose about 6 o'clock and read in Lucian. I recommended myself to God in a short prayer. My wife was a little indisposed and out of humor. I ate bread and butter for breakfast. We went to church over the creek and Mr. Taylor preached a good sermon. As soon as we came into church it began to rain and continued to rain all day very much. However I was not wet. When we returned my wife was something better. I ate roast beef for dinner. After dinner we were forced to keep house because of the rain. I endeavored to learn all I could from Major Burwell, who is a sensible man skilled in matters relating to tobacco. In the evening we talked about religion and my wife and her sister had a fierce dispute about the infallibility of the Bible. I neglected to say my prayers. However, I had good health, good thoughts, and good humor, thanks be to God Almighty.

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*"The Secret Diary of William Byrd of Westover, 1709–1712," from *The Colonial Image: Origins of American Culture* by John C. Miller, ed.; copyright © 1962 by John C. Miller. By permission of George Braziller, Inc.

June 14, 1709

I rose at 5 o'clock and read a chapter in Hebrew and some Greek in Josephus. I said my prayers and ate chocolate for breakfast. We heard guns this morning, by which we understood that the fleet was come in and I learned the same from Mr. Anderson. I ate bacon and chicken for dinner. I began to have the piles. I read some Greek in Homer. I heard guns from Swinyard's and sent my boat for my letters. In the meanwhile I walked about the plantation. In the evening the boat returned and brought some letters for me from England, with an invoice of things sent for by my wife which are enough to make a man mad. It put me out of humor very much. I neglected to say my prayers, for which God forgive me. I had good thoughts, good health, and good humor, thanks be to God Almighty.

August 27, 1709

I rose at 5 o'clock and read two chapters in Hebrew and some Greek in Josephus. I said my prayers and ate milk for breakfast. I danced my dance. I had like to have whipped my maid Anaka for her laziness but I forgave her. I read a little geometry. I denied my Man G-r-l to go to a horse race because there was nothing but swearing and drinking there.

October 28, 1709

I rose at 6 o'clock but read nothing because Colonel Randolph came to see me in the morning. I neglected to say my prayers but I ate milk for breakfast. Colonel Harrison's vessel came in from Madeira and brought abundance of letters and among the rest I had ten from Mr. Perry with a sad account of tobacco. We went to court but much time was taken up in reading our letters and not much business was done. About 3 we rose and had a meeting of the College [of William and Mary] in which it was agreed to turn Mr. Blackamore out from being master of the school for being so great a sot . . .

November 2, 1709

I rose at 6 o'clock and read a chapter in Hebrew and some

Greek in Lucian. I said my prayers and ate milk for breakfast, and settled some accounts, and then went to court where we made an end of the business. We went to dinner about 4 o'clock and I ate boiled beef again. In the evening I went to Dr. Barret's where my wife came this afternoon. We sat and talked till about 11 o'clock and then retired to our chambers. I played at r--m with Mrs. Chiswell and kissed her on the bed till she was angry and my wife also was uneasy about it, and cried as soon as the company was gone. I neglected to say my prayers, which I should not have done, because I ought to beg pardon for the lust I had for another man's wife. However I had good health, good thoughts, and good humor, thanks be to God Almighty.

December 28, 1709

I rose at 6 o'clock and read two chapters in Hebrew and some Greek in Cassius. I said my prayers and ate milk for breakfast. I danced my dance. It continued very cold with a strong wind. About 10 o'clock I ate some chocolate with the rest of the company. Then we played at billiards and I lost. When I was beat out I read something in Dr. Dav. About one we went to dinner and I ate boiled pork. In the afternoon we played again at billiards till we lost one of the balls. Then we walked about the plantation and took a slide on the ice. In the evening we played at cards till about 10 o'clock.

May 14, 1710

I rose at 6 o'clock and read some Hebrew and no Greek. I neglected to say my prayers but ate milk for breakfast, but the rest of the company ate meat. About 10 o'clock we walked to Mrs. Harrison's to the funeral [of a friend], where we found abundance of company of all sorts. Wine and cake were served very plentifully. At one o'clock the corpse began to move and the ship "Harrison" fired a gun every half minute. When we came to church the prayers were first read; then we had a sermon which was an extravagant panegyric of [euology]. At every turn he called him "this great man," and not only covered his faults but gave him virtues which he never possessed as well as magnified those which he had.

May 24, 1710

I rose at 5 o'clock and read a chapter in Hebrew and some Greek in Anacreon . . . I sent for my cousin Harrison to let Evie's blood who was ill. When she came she took away about four ounces. We put on blisters and gave her a glyster which worked very well. Her blood was extremely thick, which is common in distemper of this constitution. About 12 o'clock she began to sweat of herself, which we prompted by tincture of saffron and sage and snakeroot. This made her sweat extremely, in which she continued little or more all night. I ate some fish for dinner. In the afternoon Mr. Anderson whom I had sent for came and approved of what I had done. I persuaded him to stay all night which he agreed to. It rained in the evening. We stayed up till 12 o'clock and Bannister sat up with the child till 12 o'clock and G-r-l till break of day . . .

July 15, 1710

About 7 o'clock the negro boy (or Betty) that ran away was brought home. My wife against my will caused little Jenny to be burned with a hot iron, for which I quarreled with her. It was so hot today that I did not intend to go to the launching of Colonel Hill's ship but about 9 o'clock the Colonel was so kind as to come and call us. My wife would not go at first but with much entreaty she at last consented. About 12 o'clock we went and found abundance of company at the ship and about one she was launched and went off very well, notwithstanding several had believed the contrary . . .

October 20, 1711

I rose about 6 o'clock and drank tea with the Governor, who made use of this opportunity to make the Indians send some of their great men to College, and the Nansemonds sent two, the Nottoways two, and the Meherrins two. He also demanded one from every town belonging to the Tuscaroras.

Then we went and saw the Indian boys shoot and the Indian girls run for a prize. We had likewise a war dance by the men and a love dance by the women, which sports lasted till it grew dark. Then we went to supper and I ate chicken with a good stomach.

Jenny, an Indian girl, had got drunk and made us good sport. I neglected to say my prayers and had good health, good thoughts, and good humor, thank God Almighty.

When students complete their reading of Byrd's "Secret Diary," review with them the major aspects of class and society in Virginia discussed or implied in the reading:

a. moral and religious values
b. intellectual pursuits of the aristocracy
c. foods of the plantation aristocrats
d. recreation of the upper class
e. problems of health and medicine
f. economic ties between Virginia and England
g. status and treatment of slaves and Indians

Any of the above make challenging topics for independent study.

Students reading *The Negro Pilgrimage in America* will observe colonial Virginia from a much different perspective than did William Byrd. Refer readers to pages 10-13, which could easily be duplicated for the entire class, if desired.

Topics for discussion:

a. When do most Americans think black Americans first came to America? What evidence does Lincoln give to the contrary?

b. What was the status of the first blacks brought to Jamestown in 1619?

c. For what reasons did their status change?

d. For what reasons were American Indians found to be unsuitable as servants?

e. How can you explain Jefferson's taking a strong stand against slavery, although he owned slaves?

f. Looking at the character traits previously examined, which trait might have, as one of its outcomes, a rationalization for enslaving another human being?

(36) Research

In 1619 the first black Africans were brought to Jamestown. Using *The Negro Pilgrimage in America* and other sources that you may find, discover:

a. important events in black African history.
b. who brought the blacks to Jamestown.

c. how and under what conditions the black Africans were transported to Jamestown.
d. the status of blacks in 1619.
e. what other colonies were using slave labor by 1700.

Summarize your findings by leading an oral discussion in a group.

(37) Research

Most of the relationships between whites and Indians, although they may have begun as peaceful, trusting encounters, ended in violence. Research one pre-1700 Indian-white war in the Plantation Colonies, the Middle Colonies, New England, or the far west. You should not only record events but also look for the:

a. underlying causes of the violence.
b. the "spark" which began the violence.
c. roles played by leaders on both sides.
d. outcomes of the struggle for both American Indians and whites.

(38) Research

Another European culture left its mark forever on western America. The Spanish founded the pueblo of Santo Domingo, New Mexico in 1598, nine years before English ships appeared at Jamestown. Use the library to find out more about these settlers. Consider:

a. the location of the base of operations for Spanish expeditions into the American west.
b. the occupations and class of various expedition members.
c. the goals of these expeditions.
d. the daily life of a seventeenth century pueblo, mission, or presidio.
e. character traits of these early western pioneers.

Puritanism in New England

When the Puritans dropped anchor in Massachusetts Bay in 1630, they brought with them, like the Virginians, an Old World heritage of values and institutions.

Unlike the Virginians, who initially sailed to America in search of precious metals or profitable raw materials for their English investors, the Puritans came as unrepentant religious refugees. While the Virginians officially established the Church of England, the Puritans rejected the offical English church, instead establishing in Massachusetts a Calvinist, Puritan faith which expected spiritual perfection in both church and state.

Yet from this stern, demanding faith soon evolved a church largely independent of both Old World ties and religious hierarchy, as they imagined the earliest Christian church to have been. A Puritan meetinghouse was quickly built in each town, where the local Puritan "Elect" saw to it that both church and town government were administered according to the percepts of Puritan perfectability. This "meetinghouse" functioned as church, town hall, and often as a school—so that children would not grow up unable to read the Bible. It was this union of religious and secular affairs that made seventeenth century Massachusetts a theocracy, a strange throwback to imagined New Testament times—a state of affairs that would grow increasingly out of place in the new land.

Unlike the London Company which expected to profit from its Virginia venture, the Massachusetts Bay Company was more concerned with finding a haven for Puritan dissenters. Another difference was that the officers of the Massachusetts Bay Company cleverly sailed to America clutching their charter, determined to remain and personally oversee their "City Upon a Hill." Despite their stern religious principles, this difference in the two colonies made the government of Massachusetts Bay more responsive, at least to the needs of the Puritan Elect. But when an assembly was later organized in Massachusetts, the Virginia House of Burgesses was used as a model.

Just as in Virginia, Massachusetts Bay struggled for decades with serious Indian problems. Expanding inland, Puritans inevitably faced increasingly hostile contacts with tribes who refused to sell or be robbed of additional lands. Indeed, a major reason for the banishment of Roger Williams, besides his religious dissent, was his insistence on paying American Indians for their land. Defeated Indians were either killed, sold into slavery, or forced into the western wilderness. No force seemed able to prevent the spread of a technologically stronger culture.

What changed Massachusetts from an elitist, Puritan theocracy with only nominal ties with England, to a secular, royal colony by 1700? One reason was political; after the defeat of the Puritan Commonwealth in England, the King wished to assert his royal prerogative in Massachusetts as his predecessors had in Virginia.

In addition, the rise of a practical, successful merchant class, the spread and isolation of western settlements, and the doubts and decreasing religious fervor of the sons and daughters of the Elect brought about a decline in the perfectionist Puritan faith and influence.

By 1700, then, Massachusetts was a royal colony with an elected assembly chosen by propertied, but no longer necessarily Puritan, male voters. The Puritan theologian, Increase Mather, predicted that "New England will be the woefullest place in all America." But she did not burn in Mather's Hell; and this may be attributed, perhaps, to the growing participation of most men in the affairs of town and colony and the parallel growth (as in the other English colonies) of new and distinctly American ways of thinking.

Reinforcing Activities: Puritanism

For an opening discussion, ask:

a. How was the Puritan search for spiritual perfection reflected in their form of government, their religious zeal, their attitude toward education, and their attitude toward dissent?

b. The Puritans were pragmatists as well as perfectionists, a sometimes difficult combination. What forced Puritans to be practical? How did they join practical matters, such as work, to their spiritual values? In other words, how did they make material success a positive religious value?

c. In Frost's "Death of the Hired Man," how does Silas reflect a Puritan practicality? Is Mary representative of Puritan perfection in today's world? Why or why not?

One problem in studying Puritanism in New England is that scholars cannot agree on the meaning and the importance of the movement. Charles A. Beard perused many scholarly accounts of Puritanism and, placing tongue-in-cheek, made a list of descriptive terms which he uncovered. The next reading and related activity is based on that list.

STUDENT ACTIVITY SHEET 5

Puritanism

One problem in studying Puritanism in New England is that scholars cannot agree on the meaning and the importance of the movement. Some see the Puritans as religious fanatics who demanded complete obedience to an authoritarian church-state (theocracy); others view Puritans as strict churchgoers who firmly laid the foundations of an independent church and established direct democracy through the town meeting system.

Charles A. Beard, a leading American historian, read many historical accounts about Puritans and made a list of descriptive terms about them which he found in those accounts.*

1. Godliness
2. Religious persecution
3. Individual freedom
4. Beauty-hating
5. Bombast
6. Intellectual tyranny
7. Equal rights
8. Demonology
9. Thrift
10. Philistinism
11. Harsh restraint
12. A free state
13. Conceit
14. The gracious spirit of Christianity
15. Self-government
16. Liberty
17. Sour-faced fanaticism
18. A free church
19. Bigotry
20. Principle
21. Pluck
22. Supreme hypocrisy
23. Resistance to tyranny
24. Stinginess
25. Liberty under law
26. A holy Sabbath
27. Ill temper

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*Charles A. Beard, "On Puritans," *New Republic, XXV, No. 13* (December, 1920), pp. 15–17.

28. Temperance
29. Frugality
30. Canting
31. Sullenness
32. Industry
33. Democracy
34. Brutal intolerance
35. Enmity to true art
36. Grape juice
37. Culture
38. Grisly sermons

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(39) Using Beard's list, separate these random terms into two columns. The first column should contain the positive terms and second the negative terms. Circle words which you feel describe a character trait of many Americans today. When you finish your study of Puritanism, decide which terms defining Puritanism you can accept and which you reject and share your decisions with a friend.

At the dawn of the eighteenth century, seventy years after the first Puritans came to Massachusetts Bay, Increase Mather had some rather harsh words concerning the future of America and the New England Colonies.

In the next reading and research activity, students will observe one man's anguish over the decline of the Puritan theocracy. The reading serves as a starting point for researching what reasons might lie behind such doleful predictions, and how these reasons represented characteristic beliefs that would help to shape the future of American society.

STUDENT ACTIVITY SHEET 6

Increase Mather

(40) At the dawn of the eighteenth century, seventy years after the first Puritans came to Massachusetts Bay, Increase Mather had some rather harsh words concerning the future of America and her New England Colonies.

In "The Glory Departing from New England,"* Increase Mather mourned,

> O New England! New England! Look to it, that the Glory be not removed from thee. For it begins to go . . . The Glory of the Lord seems to be on the wing. Oh! Tremble for it is going, it is gradually departing . . . You that are Aged persons, and can remember what New England was Fifty Years ago, that saw these churches *in their first Glory*. Is there not a sad decay and diminution of the Glory? We may weep to think of it . . . Ancient men, though they bless God for what they *Do* see of His Glory remaining in these Churches, they cannot but mourn when they remember what they *Have* seen, far surpassing what is at present.

One wonders what effect Mather's speech must have had when he delivered it to the students at Harvard College in 1696:

> It is the judgment of very learned Men, that, in the glorious Times promised to the Church on Earth, *America* will be *Hell*. And, althought there is a Number of the Elect of *God* to be born here, I am very afraid, that, in Process of Time, *New England* will be the woefullest place in all *America;* as some other Parts of the World, once famous for Religion, are now the dolefullest on Earth, perfect pictures and emblems of *Hell*, when you see this little Academy fallen to the Ground, then know it is a terrible Thing, which God is about to bring upon this land.

(41) Research

Using the library, your own knowledge, and various readings, find out:

a. Who was Increase Mather and what was his status in Puritan society? How does his status relate to one of the character traits previously examined?

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*George M. Waller, ed., *Puritanism in Early America* (Lexington: D. C. Heath & Company, 1950), p. 57.

b. Explain what Mather meant by the "Church on Earth" and the "Elect of God." To which character trait previously examined do Mather's Church and Elect relate?
c. In Mather's view, why was New England doomed to perish?
d. What do Mather's views tell us about the changing nature of Puritanism by 1700?
e. Do you think that most Americans would have agreed with Mather's views by 1700? Why or why not?

Data researched may be presented in a discussion or a written activity.

The Growth of an American Character

In addition to melding a pragmatic work ethic to the Puritan faith, a major Puritan contribution to the American society, inferred in the last activity, was the belief that they were a chosen people—the "Elect of God."

(42) Find a copy of "Sinners in the Hands of an Angry God," by Jonathan Edwards, in an anthology. Compare the sermon and church experience which Steinbeck had in Vermont (page 78 in *Travels with Charley*) with that of Jonathan Edwards' patrons. In a panel discussion, while making the comparison, consider if both of these sermons reflect the idea that Americans are a "chosen people." How?

(43) Puritans believed that those who lived by the dictates of the Bible were the Elect, and they would go directly to heaven. In an essay, discuss the possibilities offered by the Doctrine of the Elect. Try to extend your theory into the twentieth century by showing how this belief grew into a later belief, culminating at about the time of World War II, that Americans are somehow "special people." Include the sense of responsibility that was attached to the idea of being "special," and tell what actions Americans committed themselves to take after the war.

This theme, running throughout American history and literature, sometimes conflicts with the rights of individuals.

If one group is superior, what happens to the rights of everyone else?

A classic short story of the conflict between the rights of the individual and those of the organization, *Billy Budd* is a reading especially suited for older students who wish to examine a conflict Melville viewed as germane to an understanding of American life. He probably used a British Man-O-War because it represented the epitome of organization. Impressment of sailors by the British Navy was common. Billy, ironically, was taken from a ship called the *Rights of Man*. Students should be made aware of this information; even those not reading *Billy Budd* can appreciate the story with just a brief summary of its plot.

(44) Research

If you are reading *Billy Budd*, obtain Thomas Paine's *Rights of Man*. List the rights and, as you read, decide which of them are in question during the story. Put a check beside each right violated by the officers in charge of Billy. In a paragraph at the end of the list of the rights, show how these rights pertain to the American traits of individualism, and to the belief that some individuals are "special" or "chosen." Share your findings with a group or the class.

A major factor in forcing change in the Puritan theocracy was the dissents of Anne Hutchinson, Roger Williams, the Quakers, and other religious nonconformists. Indeed, the banishment of Williams proved to be a critical event in the future direction of young America. Fleeing through the snows to his Indian friends and then to found Rhode Island, Roger Williams established in his little colony the revolutionary principle of religious toleration. At a time when religious dissenters were being executed in both Europe and Massachusetts, Rhode Island opened its doors to Quakers, Baptists, and later to a group of Portuguese Jews who founded the first synagogue in America.

(45) Simulate a trial of Roger Williams or Anne Hutchinson before the Puritan Elect, following the trial procedure of that period.

Roger Williams was one of the few early colonists to openly protest the injustices done to the American Indians. The contemporary novelist, Conrad Richter, tells of their plight and their heritage in his classic, *The Light in the Forest.*

The following discussions might be of interest not only to those reading *The Light in the Forest*, but to any student interested in Indians and a conflict of cultures. Before discussing, briefly summarize the plot of the novel, mentioning that True Son was a white youth who had acquired Indian traits and values. Students who read the entire novel may act as "experts" during the discussion which follows.

Topics for discussion:

a. What are True Son's legitimate objections to white culture?

b. How does the scalping incident force True Son to face an ugly truth?

c. What is the Indian idea behind not saving? Does it make sense in the context of the Indian way of life?"

d. How would an Indian define "good" and "evil"? A white man?

e. Compare the courage and wisdom of the white father and the Indian father.

f. Can you explain why Indians and, for example, Puritans, would have found little common ground for cooperation?

g. What effect might this type of culture conflict have had on the development of American character?

h. What evidence is there of the Indian influence of American character today?

(46) Let two students take the roles of an Indian and a white man debating man's relationship, use, and ownership of the land.

(47) Write an analytical essay showing the various places in *The Light in the Forest* where values of the Indian and those of the white collide.

Older students may complete the previous writing activity and then add:

(48) Consider the "frame of reference" used by whites and by Indians in developing their views toward each other. Continue your essay from the previous activity by carefully analyzing the "frame of reference" for both whites and Indians.

A perplexing dilemma explored in several of the books in this unit is the question of individual liberty versus an orderly society, a recurring conflict throughout the American past and present. The following data retrieval chart is a format for exploring this dilemma.

(49) Data Retrieval Chart

THE INDIVIDUAL vs. SOCIETY

KEY QUESTIONS: 1. In what ways do these individuals reveal a conflict between individual freedom and an orderly society? Explain.	True Son in *The Light in the Forest*	Billy Budd	Silas in "Death of the Hired Man" in Frost	Robert Frost in "The Road Not Taken"	W. E. B. DuBois, Malcolm X, or Muhammed Ali in *The Negro Pilgrimage in America*	Maine hunters in *Travels with Charley*
2. What rights, if any, do these individuals give up or modify in order to live with others? Explain.						
3. Which of these individuals refuse to give up or modify their freedom? Explain.						

(50) At the end of *The Light in the Forest*, is there hope that True Son will make a satisfactory adjustment to white life? Create a collage in which you express your opinion on this question.

Older students with good writing skills will find the next activity challenging. Activity 52 is adaptable to almost any age or skill level.

(51) Using characters from any reading(s) in this unit, create a dramatic dialogue in prose or poetry. Show that you understand the points of view by having characters present opposite points of view about the following: (a) freedom (individualism) versus obedience to the town, city, state, or nation; (b) saving (land, time, money, etc.) versus using (land, time, money) or abusing them; "The Death of the Hired Man," by Robert Frost, is an example of a dramatic dialogue which reveals opposing points of view about the hired man.

(52) Using a character from a reading in this unit, present a point of view in a dramatic monologue. The point of view may concern problems brought about by expansion or growth, problems brought about being a slave, or problems brought about by being a restless American.

Between 1840 and 1921, millions of additional immigrants traveled to America, enriching American life and making important contributions to its character. These immigrants brought different beliefs with them from their homelands which were modified by experiences in the new land. Many, through luck, timing, and/or hard work found material success. Some remained in urban ghettos, unable to escape the economic demands of day-to-day life in order to fulfill their dream of owning land, a hope common to some immigrants. Others, although they left the city, met failure in their attempts to gain profit from the land that sometimes proved harsh and untamable.

The essay or report formats given below may be modified to complement various age and ability levels. Its objective is to point out the rich heritage brought by immigrants to American shores.

(53) Research

In an essay or report, show how immigrants who achieved success furthered the belief in America as a special place. Choose an individual or family of immigrants to research, focusing on their own specific tales of the rise from rags to riches.

"The potential greatness of America is her potential for tolerating and encouraging healthy subcultures, while building a national culture to which every ethnic group contributes, and which represents the cultural common denominator *in which every American participates and finds his national identity."* (*The Negro Pilgrimage in America*, p. 168, the authors' italics.)

Using this quotation as a starting point, discuss:

a. What is the most serious problem black Americans have faced in developing a healthy subculture?

b. How are black Americans today facing this problem and making it a positive value?

c. Why is black pride absolutely essential if black Americans are to be a true "ethnic" group?

d. As shown in Lincoln's essay, describe the stages by which most ethnic minorities have adapted to American life.

e. What evidence do we have that this ethnic process is the way many of our people have "made it" in America?

The characteristics of Americans had early origins. Michel Guillaume Jean de Crèvecoeur saw these American traits from the point of view of a European in 1759.

According to this final reading, a particularly American character was formed from the industriousness that stems from feeling useful, knowing security in ownership, and experiencing bountiful results. In addition, the American character formed from the necessity of acting on new principles. Also, the American character formed from the diversity of many ethnic origins.

After students have completed the reading, review American character traits by asking:

a. What character traits are mentioned by Crèvecoeur?

b. How did this "new man" develop from changing conditions in:

family background?
social class?
ownership and control of wealth? ?
religion?

c. What groups already in America did not play a role in Crèvecoeur's "new man" definition? Why did they not fit his image of an American?

d. Although written about 1780, what is Crèvecoeur's prediction of America's future?

From the time when he wrote "Letters from an American

Farmer" until Steinbeck wrote *Travels with Charley*, the diversity, the industry and the belief in ourselves as somehow a special society which would forge new ways of life have survived. These are some of the most important American character traits.

STUDENT ACTIVITY SHEET 7

"Letters from an American Farmer"

Michel Guillaume Jean de Crèvecoeur was a Frenchman who came to America in 1759. He became an American citizen in 1765 but later returned to France. The following reading is excerpted from his collection of essays, "Letters from an American Farmer."* In it he addresses himself to the question that has been examined in this unit, "What then is the American, this new man?" Be prepared to paraphrase Crèvecoeur's description of the "new man."

> What then is the American, this new man? He is either a European or the descendant of a European; hence that strange mixture of blood which you will find in no other country. I could point out to you a man whose grandfather was an Englishman whose wife was Dutch, whose son carried a French woman, and whose present four sons have now four wives of different nations. *He* is an American who, leaving behind him all his ancient prejudices and manners, receives new ones from the new mode of life he has embraced, the new government he obeys, and the new rank he holds. He becomes an American by being received in the broad lap of our great alma mater.
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> Here individuals of all nations are melted into a new race of men, whose labors and posterity will one day cause great change in the world. Americans are the western pilgrims who are carrying along with them that great mass of arts, sciences, vigor, and industry which

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*Michel Guilluame Jean de Crèvecoeur, "What Is An American?," *The Makers of America—The First Comers 1536–1800* (Chicago: Encyclopaedia Britannica Educational Corp., 1971), pp. 227–28.

began long since in the east; they will finish the great circle. The Americans were once scattered all over Europe; here they are incorporated into one of the finest systems of population which has ever appeared, and which will hereafter become distinct by the power of the different climates they inhabit. The American ought, therefore, to love this country much better than that wherein either he or his forefathers were born. Here the rewards of his industry follow with equal steps the progress of his labor; his labor is founded on the basis of nature, self-interest. Can it want a stronger allurement? Wives and children, who before in vain demanded of him a morsel of bread, now, fat and frolicsome, gladly help their father to clear those fields whence exuberant crops are to arise to feed and to clothe them all, without any part being claimed, either by a despotic prince, a rich abbot, or a mighty lord. Here, religion demands but little of him; a small voluntary salary to the minister, and gratitude to God. Can he refuse these?

The American is a new man, who acts upon new principles; he must, therefore, entertain new ideas and form new opinions. From involuntary idleness, servile dependence, penury, and useless labor he has passed to toils of a very different nature, rewarded by ample subsistence. This is an American.

If there is a museum or other important site in your area relating to regional, ethnic, or national identity, this can be an exciting field study to conclude the unit.

To make this a really worthwhile experience, visit the location beforehand and if possible, take pictures or slides. Give students lots of advance notice of the trip; refer to the trip whenever it relates to learning. Before going, project the pictures or slides and preview the coming attraction. If the site is fairly large or diverse, provide a map or list of exhibits for each student. Also, if you are well-informed about the place, give the students some items, objects, or "brainbusters" to search for on the field study; students really like doing this with their friends.

Once they get into it, they will probably offer additional questions and answers for you to use another time.

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UNIT II

The Frontier

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OVERVIEW

The westward push of the growing United States and the unique and complex possibilities posed by the frontier are thoroughly explored in Unit II. Perhaps no other theme in American history and literature reflects the conflicts of our developing society as does the frontier. The push westward was a desire to escape the restrictions of the Anglo-European-based society of the east coast; at the same time, the east coast represented a source of social and moral structure. These structures proved to be incapable of supporting life in the western wilderness. The great conflicts that were born during our frontier period have remained a part of American life ever since, and they form the basis of this unit's subject matter.

What were these conflicts? Certainly the pioneers' need to embrace values that guaranteed survival completely contradicted eastern, "civilized" values. Survival was an absolute—the only alternative was death. The heavy emphasis on self-sufficiency and resourcefulness resulted in the demise of many of the pre-established social roles of the East, particularly women's roles.

Once a toe-hold, however precarious, was established in the West, another serious conflict arose over contradictory beliefs about use of the land. The settler's intention was to stabilize life, seeking conformity with the economic and social structures of the East. In most cases, this intention conflicted with the people who were already there—the Indians and Mexicans—and the ethnic or religious minorities who sought freedom later—blacks, Mormons, etc. Eventually these conflicts arose among the whites themselves. Some of them persist even today.

The sheer weight of the difficulties posed by life on the frontier made the efforts of the settlers seem prodigious, and the absolute values connected with survival gave rise to a romantic view of what the West was really like. As the era of Manifest Destiny approached, already apparent was the tendency to overlook the worst hardships and to glorify and mysticize the lives of people beyond the Mississippi. At the same time there developed a type of individual—pragmatic and adaptable, firmly rooted in reality and able to profit from experience by shucking off stereotypes and superstitions. This type of individual was, from the very start, in conflict with people who embraced eastern social values. Easterners and westerners alike surrounded each other with myths, stereotypes, and romantic exaggerations. This cultural conflict has survived today. It symbolizes the growth from youth to maturity by the willingness to compromise between the desire for absolute independence and the need to get along in society.

Students will follow a primarily chronological development of the frontier, with excursions into the present to show that these themes have remained a part of American culture. Beginning with the ordeal of the Donner Party, they will go on to consider both the challenges of survival on a personal level and the search for a wilderness that persists even today. Students will then investigate how these pioneer ways brought frontier society into conflict with ethnic minorities (especially Indians) and with the older eastern roles and structures, particularly with regard to women. Finally, they investigate how the themes of the forntier were abstracted and worked into American tradition, on both a romantic and a realistic level.

The six books which have been chosen for this unit are especially pertinent to the above themes. They offer readings of varying lengths and complexity, but all of them fall within the reading level range of grades 7-12. These are: Ryback's *The High Adventure of Eric Ryback*, Brown's *Bury My Heart at Wounded Knee* and *The Gentle Tamers*, Richter's *The Sea of Grass*, Shuttleworth's *The Mother Earth News Almanac*, and Twain's *The Adventures of Huckleberry Finn*. Together they provide balanced, engaging and provocative source material for both classroom activities and home assignments. They may be read in sequence by all students, or by small groups, simultaneously; the learnings can be shared through the culminating activities.

The organization of this unit combines suggested individual and small group activities with culminating ones. Where effective, certain activities have been presented, in the text, as "Handouts" or "Student Activity Sheets." Ditto masters for these are available.

The material provided in this unit falls logically into the teaching sequence of a year-long interdisciplinary course in American Studies. The unit may also be used as a minicourse on the American frontier.

RATIONALE AND UNIT DESCRIPTION

The frontier has always been a uniquely American phenomenon and has deeply affected the development of American life and values. By the time of the first push westward, there had been no wilderness left in Europe for centuries. The first settlers had never seen anything like it; only the reports of the explorers described it at all.

Those who left the relative comfort of east coast life to seek their fortune in the West were willing to grapple with the absolutes of survival and to turn their backs on the strong structures of the time. The belief that the West was a promised land was essentially a romantic one. Getting there and making it work required a resourcefulness and a rigorous attention to the realities of survival that quickly separated the dreamers from the doers. Among those who survived, there soon arose a society that was deeply divided; on the one hand, it longed for the niceties of eastern life and sought to establish the institutions of "civilization." On the other hand, the same society was not willing to reject the very values that had determined its survival. In fact, these values of self-sufficiency, strength, and resourcefulness tended to be romanticized and mythicized.

What was the frontier really like? Despite the stereotypes and myths that have grown up around it, it is still possible to discover the realities that have become part of American life. This unit teaches the student how to evaluate these realities and how to detect them in America today.

Bantam Materials

The source material provides a rich point of departure. Through both fiction and non-fiction, it furnishes the student with an engaging alternative to the stereotypes that have become so well-known—the bad Indian, the sweet frontier woman, the rugged cowboy, and many more. For some sources selected passages are suggested; the novels, however, should be read in their entirety. The unit titles are introduced in the following order: Brown's *The Gentle Tamers* and *Bury My Heart at Wounded Knee*, Shuttleworth's *The Mother Earth News Almanac*, Ryback's *The High Adventure of Eric Ryback*, Twain's *The Adventures of Huckleberry Finn*, and Richter's *The Sea of Grass*.

The activities for students which accompany the source readings are ample and varied. They have been designed to be adaptable to both short and long unit schedules. Among them, the teacher will find both structured and unstructured strategies. All are geared to skill levels from grades 7-12. Note throughout this guide the teacher copy of Student Activity Sheets, which are provided on ditto masters in a packet in the STUDY AMERICA program.

Student Activities (the activity number is in parentheses) and Student Activity Sheets (Handouts) have been numbered. Activities 1-62 and Handouts 1-8 develop the major themes of the course.

Handout 1 and the surrounding material serve as an introduction to the entire unit.

Handouts 2-4 and Activities 1-7 deal with survival on a personal and social level. Activities 4-7 specifically concern survival and the American Indian. The suggested readings for this section are drawn from *The Gentle Tamers, Bury My Heart at Wounded Knee, The Mother Earth News Almanac,* and *The High Adventure of Eric Ryback.*

The theme of independence and resourcefulness as a social value is further pursued in Activities 8-10. The suggested readings are drawn from *The Adventures of Huckleberry Finn* and *The High Adventure of Eric Ryback.*

Activities 11-29 relate the themes of resourcefulness and adaptability to the greater theme of ecological living, past and present. The major source is *The Mother Earth News Almanac.*

Activities 30-43 and Handout 5 deal with cultural conflict, both between whites and indigenous minorities, and among whites themselves. *The Sea of Grass* is added to the other source material.

The conflicting tendencies toward escaping and facing reality are divided into two basic sections. The first, including

Activities 44-52 are generally about ways to escape reality. Handout 6 frames these tendencies in terms of romanticism and realism. Activities 53-58 are about facing reality. Handout 7 invites the student to relate the willingness to face reality to experience and maturity. Activities 59-61 help the student see how universal this conflict is.

Activity 62, the Institutional Wheel, is based on *Huckleberry Finn*, but the same format may be applied to any other book or source. It provides a graphic way for the student to relate the individual experiences of characters in the source material to the larger social considerations in the areas of Family, Economic, Religion, Law and Education.

Finally, the culminating activity, the Simulated Trial of Huckleberry Finn, the procedures for which are on Handout 8, provides a dramatic means for tying together all of the material in the unit.

Teacher guidelines and teacher-directed activities accompany the above material. Although they are explained in detail and may be used as it, the teacher may alter them or use them as a point of departure for activities. In the text, the classroom guidelines and activities are given first; activity instructions intended for students follow, with numbers in parentheses.

Although this unit provides enough substance to permit expansion of any part of it that seems particularly relevant to the teacher's individual course, it will easily fit, without alteration, into a span of about eight weeks.

Basic Skills Enrichment

Many teachers will wish to use the source material for this unit as the basis for activities which increase the student's competence in basic skills. See the "Skills Enrichment" section, p. 327, for skills activities organized into the following four categories: study skills, oral skills, vocabulary skills, writing skills.

BEHAVIORAL OBJECTIVES

Having completed Unit II of STUDY AMERICA, students will be able to:

1. Set up and test hypotheses about the frontier.
2. List, according to priorities, the elements needed for survival.
3. Contrast and compare the experiences of Donner Party survivor Virginia Reed with those of a survivor of the Andes plane crash.
4. Trace the American Indian's effort to survive.
5. Compare the Indian experience as presented by Dee Brown with that presented in traditional historic sources. Identify the reasons for differences observed.
6. Define Manifest Destiny, describe how it was accomplished in the U.S. and the impact it had on the indigenous peoples of the West.
7. List the important events of the 1840's that contributed to the acquisition of land by the U.S.
8. Examine the Treaty of Guadalupe-Hidalgo and note the impact the treaty had on Mexican-Americans.
9. Contrast and compare the attitudes toward nature and humankind of Huckleberry Finn and Eric Ryback.
10. Define civilization as restraint and wilderness as freedom, based on their readings.
11. Identify the elements in the novel *Huckleberry Finn* that reflect the character of changing America in the 19th century.
12. Summarize the conflicts among mainstream whites and between whites and other ethnic groups.
13. Describe the role of women on the frontier. Compare the role presented in *The Gentle Tamers* with that presented through traditional historic sources. Identify the apparent reasons for the differences observed.
14. Define superstition, myth, and stereotyping and apply their use in an analysis of historical events and literature of the frontier.

15. Discriminate between romance and realism in literature.

16. Cite examples which show that people's use of the environment is influenced by the values which surround their desire for comfort and those which arise from their desire to protect and preserve the earth's resources.

TIME FRAME

The historical events given below pertain to content in this unit.

1803	Purchase of Louisiana Territory from France.
1804–1806	Survey of Louisiana Purchase by Lewis and Clark.
1821	Control of American Southwest shifts from Spain to Mexico.
1830	Passage of Indian Removal Act by Congress.
1838	Removal of southeastern Five Nations to Indian Territory.
1845	Annexation of Texas by Congress.
1846	Beginning of War with Mexico.
	Tragedy of Donner Party.
	Migration of the Mormons to Utah.
	Acquisition of the Oregon Country from Great Britain.
1848	Signing of Treaty of Guadalupe-Hidalgo: the Mexican Cession.
1849	Discovery of gold in California.
1853	Gadsden Purchase from Mexico.
1858–1859	Discovery of gold in Colorado and Nevada.
1862	Passage of Homestead Act.
1864	Massacre of Cheyenne and Arapahoe Indians at Sand Creek.
1867	Purchase of Alaska from Russia.
1869	Completion of the Transcontinental Railroad.
1874	Discovery of gold in South Dakota.
1876	Massacre of Custer's Seventh Cavalry unit by Sioux.

1887	Passage of Dawes Act by Congress.
1890	Announcement of the end of a clearly defined frontier line by the Census Bureau.
1891	Massacre of the Sioux at Wounded Knee.

STRATEGIES AND ACTIVITIES

Setting the Scene

Conduct a brainstorming session with the class. Develop a list of all the ideas the students suggest when they think of the concept "frontier." When the listing is exhausted ask:

a. Do any of these ideas seem to go together? Which ones—why?

b. What broad statements could we make that describe each of these categories?

Tell the class that they might begin by considering this series of statements based on their brainstorming as a set of hypotheses about the frontier; as the unit progresses they will have a chance to test their hypotheses against many kinds of data.

Introduce the unit with the Crèvecoeur activity sheet reading on frontier development. It can serve as the first test of the class hypotheses. Crèvecoeur is useful in studying the frontier because he wrote before myths about it began to distort its objective reality. He also recognized that the frontier passed through various stages of development—from rough, misfit trailblazers to settled citizens of growing towns and cities.

After students have completed the Crèvecoeur reading, Student Activity Sheet 1, class discussions may be generated by questions like these:

a. According to Crèvecoeur, through what stages did frontier development pass?

b. How many specific stages of development does he name? Can you add any to the information in the reading?

c. Looking at a map of the United States, into what geographic or physical regions would you divide the American frontier, starting from the eastern forests and moving westward?

d. Were these areas settled in order from east to west? Which one was not? Why.

e. How does what you have just read make you want to change your hypothesis?

f. Do you think all historians would agree with Crèvecoeur? You may use this final question as a lead into an individual or group research activity to find the definition of Frederick Jackson Turner's "Frontier Thesis." If students are not familiar with Turner's thesis, a small group may be assigned to do some research and report back to the class. Older students should consider the influence of Turner's thesis on the interpretation of American history and how his work is viewed today.

STUDENT ACTIVITY SHEET I

Crèvecoeur: Reading on Frontier America

About 1780, a French immigrant to America, Michel Guillaume Jean de Crèvecoeur, wrote impressions of his adopted land and its people. Given below is his analysis of Americans on the frontier in this early period of westward expansion.*

> Now we arrive near the great woods. . . . There men seem to be placed still farther beyond the reach of government, which in some measure leaves them to themselves. How can it pervade every corner? As they were driven there by misfortunes, necessity of beginnings, desire of acquiring large tracts of land, idleness, frequent want of economy, ancient debts—the reunion of such people does not afford a very pleasing spectacle. When discord, want of unity and friendship—when either drunkenness or idleness prevail in such remote districts—contention, inactivity, and wretchedness must ensue. There are not the same remedies to

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*Michel Guillaume Jean de Crèvecoeur, "What Is An American?," *The Makers of America—The First Comers, 1536–1800* (Chicago: Encyclopaedia Britannica Educational Corporation, 1971), p. 229.

these evils as in a long-established community. The few magistrates they have are in general little better than the rest. They are often in a perfect state of war; that of man against man, sometimes decided by blows, sometimes by means of the law; that of man against every wild inhabitant of these venerable woods, of which they are come to dispossess them. There men appear to be no better than carnivorous animals of a superior rank, living on the flesh of wild animals when they can catch them; and when they are not able, they subsist on grain.

He who would wish to see America in its proper light and have a true idea of its feeble beginnings and barbarous rudiments must visit our extended line of frontiers where the last settlers dwell, and where he may see the first labors of settlement, the mode of clearing the earth, in all their different appearances; where men are wholly left dependent on their native tempers and on the spur of uncertain industry, which often fails when not sanctified by the efficacy of a few moral rules. There, remote from the power of example and check of shame, many families exhibit the most hideous parts of our society. They are a kind of forelorn hope, preceding by ten or twelve years the most respectable army of veterans which come after them. In that space, prosperity will polish some; vice and the law will drive off the rest, who, uniting again with others like themselves, will recede still farther, making room for more industrious people, who will finish their improvements, convert the log house into a convenient habitation, and rejoicing that the first heavy labors are finished, will change in a few years that hitherto barbarous country into a fine, fertile, well-regulated district.

Survival

Introduction

As the trailblazers and pioneers pressed westward, their first challenge was always physical survival. This struggle involved throwing up improvised shelters, searching for food, battling nature's elements or confronting hostile Indians who viewed restless settlers as a threat to their own survival in a wild land.

Survival is the first major theme in this unit. Nearly all of the main source books relate directly to it. The first learnings involve activities which point out the exciting drama of the individual struggle for shelter, food, and land, beginning with a survivor's personal account of the Donner Party, and expansion of data introduced in *The Gentle Tamers.* These learnings also provide time for students to read at least one unit title.

From the survivor's letter, students progress to an examination of the historical events which paralleled the Donner expedition, then consider the meaning and outcomes of "Manifest Destiny," and finally study the relationships of these outcomes to the survival of the new society as a whole. Activities expanding the survivor's letter draw from *Bury My Heart at Wounded Knee* and *The Gentle Tamers.*

Two brief survival exercises for our own time complement the pioneer experiences. The first is a moon survival problem developed by the National Aeronautics and Space Administration (NASA) and the second is based on accounts of the Andes Mountain plane crash of a Uruguayan rugby team in 1972. Activity sheets and other related activities are provided.

Pioneers fighting to endure in the west saw the American Indian as another obstacle to survival. The Indian, also desperately intent on survival, increasingly viewed whites with distrust and ultimately as inimical to survival on the open plains. Dee Brown describes the Indians' desperate thirty-year war against the United States in *Bury My Heart at Wounded Knee.* A special subsection of the survival activities focuses on Indian attempts to survive, in contemporary American life as well as in the past.

In the activities which deal with *Huckleberry Finn,* students are led to discover that the conflict between the independence of frontier life and the apparent restraints of "civilized" society is one that always exists. They are encouraged to compare the honesty and sincerity of Huck's value judgments, and his growing maturity, with the often silly, sometimes cruel compromises of society. These are emotional situations familiar to young people, especially the desire to "get away from it." *The High Adventure of Eric Ryback*, the account of a young person's real ordeal against the mountains of the West, from Canada to Mexico, will lead the student to realize how much a part of growing up in our society this conflict has become. This point is further made by activities involving *The Mother Earth News Almanac*, which show that we still respect the satisfactions that being close to nature give us, however civilized we have become.

Finally, students will be able to draw general conclusions based on their learnings, and to test these conclusions against their original hypotheses.

Pioneers Past and Present

In *The Gentle Tamers*, Dee Brown discusses those who survived the Donner tragedy, most of whom were female. Historically prominent among these survivors (because she wrote about her adventures after reaching California) was twelve-year-old Virginia Reed. By introducing her first in *The Gentle Tamers*, and then using several discussions, research, values and mapping activities, Virginia Reed and the letter she wrote may be made the opening focus of the survival theme.

From Virginia's letter, Student Activity Sheet 2, students may go on to examine other events of the 1840's and how all of them relate to the meaning and outcomes of "Manifest Destiny." This may be done either as a class activity or in small groups. The events of the past may then be tied to recent ones by using either or both of two related survival problems of our town time: the NASA "Lost on the Moon" exercise and a problem adapted from news accounts of the Andes Mountain plane crash of a rugby team in 1972. These are Student Activity Sheets 3 and 4.

Before students begin the Reed letter, explain that while the Donner Party is a somewhat bizarre account of human reactions under extreme stress, *most* of the steps they took to survive were fairly typical of the early western pathfinders. The Donner Party was one of the first overland emigrant trains to head for California: their tragic miscalculations became an object lesson to later western pioneers.

By focusing on these extreme ordeals—a stalled pioneer party, a disoriented space team, the survivors of a plane crash—and on the ultimate values question they pose (what would I have done under the same circumstances?), the student can be brought to realize just how deeply rooted is the respect for survival and resourcefulness in our society.

STUDENT ACTIVITY SHEET 2

*Letter of Virginia Reed**

Written by a twelve-year-old survivor of the ill-fated Donner Party, this account was penned shortly after her rescue and first appeared in a newspaper in the family's hometown of Springfield, Illinois. Virginia's father was a friend of a young Springfield lawyer named Abraham Lincoln; both had fought in the Black Hawk War. Young Virginia remained in California and later became a pioneer real estate saleswoman. Further background information is available in *The Gentle Tamers.*

May 16, 1847

My Dear Cousin

. . . I am going to write you about our troubles getting to California. We had good luck til we come to Big Sandy. There we lost our best yoke of oxen. We came to Bridgers Fort and we lost another ox. We sold some of our provisions and bought a yoke of cows and oxen. . .

They persuaded us to take Hastings Cutoff over the salt plain. They said it saved 3 hundred miles. We went that road and we had to go through a long drive of 40 miles without water. Hastings said it was 40 but I think 80 miles. We traveled a day and night and another day and at noon Pa went on to see if he could find water. He had not

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*George R. Stewart, *Ordeal by Hunger, the Story of the Donner Party* (New York: Pocket Books, 1971). The earliest versions of the letter are:

a. Virginia Reed, "Deeply Interesting Letter," *Illinois Journal,* Springfield, Illinois, December 16, 1847. Heavily edited.

b. Virginia Reed Murphy, Letters to C. F. McGlashan, Ms. in possession of the McGlashan estate. Some changes were later made in this letter by Virginia.

The first original letter has been lost; five later versions are extant.

been gone long till some of the oxen give out and we had to leave the wagons and take the oxen on to water. . .Pa got back to us about noon [two days later]. The man that was with us took the horse and went on to water. We waited there thinking he would come [back]. We waited till night and we thought we would start and walk to Mr. Donner's wagons. . .We took what little water we had and some bread and started. Pa carried Thomas and all the rest of us walked. We got to Donners and they were all asleep so we laid down on the ground. We spread one shawl down. We laid down on it and spread another one over us and then put the dogs on top. It was the coldest night you most ever saw. The wind blew and if it hadn't been for the dogs we would have frozen. As soon as it was day we went to Mrs. Donner. She said we could not walk to the water and if we stayed we could ride in their wagons to the spring. So Pa went on to the water to see why they did not bring the cattle. When he got there there was but one ox and cow there. None of the rest had got to water. Mr. Donner came out that night with his cattle and brought his wagons and all of us in. We stayed there a week and hunted for our cattle and could not find them. . .We had to divide our provisions out to them to get them to carry it. . .

Finally we got out of provisions and Pa had to go on to California for provisions. . .In 2 or 3 days after Pa left we had to cash our wagon and take Mr. Graves wagon and cash some more of our things. . .We went on that way awhile and then we had to cash all our clothes except a change or 2 and put them in Mr. Breens wagon and Thomas and James rode the other 2 horses and the rest of us had to walk. . .

We come to another long drive of 40 miles and then we went with Mr. Donner. We had to walk all the time we was traveling up the Truckee River. We met a man and two Indians that we had sent on for provisions to Sutters Fort [in California]. They had met Pa not far from Sutters Fort. He locked very bad. He had not ate but 3 times in 7 days and the last three days without anything. His horse was not able to carry him. They gave him a horse and he went on.

So we cashed some more of our things, all but what we could pack on one mule and we started. Martha and James rode behind the two Indians. It was a raining then in the valley and snowing on the mountains. So we went on that way 3 or 4 days till we come to the big mountain or the California Mountain. The snow then was about 3 feet deep. There was some wagons there. They said they had attempted to cross and could not. Well, we thought we would try it. So we started. . .The snow was then up to the mules sides. The farther we went up, the deeper the snow got. So the wagons could not go. So they packed their oxen and started with us carrying a child apiece and driving the oxen in snow up to their waist. The mule Martha and the Indian was on was the best one. So they went and broke the road and that Indian was the pilot. So we went on that way 2 miles and the mules kept falling down in the snow head first and the Indian said he could not find the road. We stopped and let the Indian and man go on to hunt the road. They went on and found the road to the top of the mountain and come back and said they thought we could get over it if it did not snow any more.

Well, the women were all so tired carrying their children that they could not go over that night. So we made a fire and got something to eat and Ma spread down a buffalo robe and we all laid down on it and spread something over us and Ma sat up by the fire and it snowed one foot on top of the bed. So we got up in the morning and the snow was so deep we could not go over and we had to go back to the cabin and build more cabins and stay there all winter without Pa. We had not the first thing to eat.

Ma made arrangements for some cattle giving 2 for 1 in California. We seldom thought of bread for we had not any since I remember and the cattle was so poor they could not get up when they laid down. We stopped there the 4th of November and stayed till March and what we had to eat I can't hardly tell you and we had that man and Indians to feed too.

Well, they started over on foot and had a storm and they had to come back. It would snow 10 days before it would stop. They waited till it stopped and started again. I was going with them and I took sick and could not go. There was 15 started and there was 7 got through: 5 women and 2 men. It come a storm and they lost the road and got out of provisions and the ones that got through had to eat them that died.

Not long after they started we got out of provisions and had to put Martha at one cabin, James at another, Thomas at another, and Ma and Eliza and Milt Eliot and I dried up what little meat we had and started to see if we could get across and had to leave the children. Oh, Mary, you may think it hard to leave them with strangers and did not know whether we would see them again or not. We couldn't hardly get away from them but we told them we would bring them bread and then they was willing to stay. We went and was out 5 days in the mountains. Eliza gave out and had to go back. We went on a day longer. We had to stop a day and make snowshoes and we went on awhile and could not find the road so we had to turn back. I could go on very well while I thought we were getting along but as soon as we had to turn back I could hardly get along but we got to the cabins that night and I froze one of my feet very bad. That same night there was one of the worst storms we had that winter and if we had not come back that night we would never have gotten back.

We had nothing to eat but ox hides. Oh Mary, I would cry and wish I had what you all wasted. Eliza had to go to Mr. Graves cabin and we stayed at Mr. Breens. They had meat all the time. We had to kill little Cash, the dog, and eat him. We ate his entrails and feet and hide and everything about him. Oh my dear cousin, you don't know what trouble is yet. Many a time we had on the last thing a cooking and did not know where the next would come from but there was always some way provided. There was 15 in the cabin we was in and half of us had to lay in bed all the time. There was 10 starved to death then. We was hardly able to walk. We lived on little Cash a week and after Mr. Breen would cook his meat we would take the bones and boil them 3 or 4 days. We would have to cut pieces off the logs inside to make the fire with. I could hardly eat the hides and had not eaten anything for 3 days.

Pa started out to us with provisions and then came a storm and he could not go on. He cashed his provisions and went on the other side of the bay to get a company of men in the San Joaquin Valley. Well, they made up a company at Sutters Fort and set out. We had not eaten anything for 3 days and we had only half a hide and we was out on top of the cabin and we seen them a coming.

Oh, my dear cousin you don't know how glad I was. We ran and met them. . .They stayed there 3 days to recruit us a little so we could go. There was 21 started. All of us started and went apiece and Martha and Thomas gave out and the men had to take them back. Ma and Eliza and James and I come on and Oh, Mary, that was the hardest thing yet to come on and leave them there. We did not know but what they would starve to death. Martha said, "Well, Ma if you never see me again do the best you can." The men said they could hardly stand it. It made them all cry but they said it was better for all of us to go on for if we was to go back we would eat that much more from them. They gave them a little meat and flour and took them back and we come on.

We went over great high mountains as straight as stair steps in snow up to our knees. Little James walked the whole way over all the mountains in snow up to his waist. He said every step he took he was getting closer to Pa and something to eat. The bears took the provisions the men had cashed and we had but very little to eat. When we had traveled 5 days we met Pa with 13 men going to the cabins. Oh, Mary you do not know how glad we was to see him. We had not seen him for 6 months. We thought we would never see him again. He heard we was coming and he made some sweet cakes to give us. He said he would see Martha and Thomas the next day. He went in two days what took us 5 days.

Some of the company was eating them that died but Thomas and Martha had not eaten any. Pa and the men started with 17 people. . .It stormed so that they could not go and the bears took their provisions and they were 4 days without anything. The snow was up to their waist and it was snowing so they could hardly see the way. They wrapped the children up and never took them out for 4 days. They had nothing to eat. In all that time Thomas asked for something to eat once. Those that they brought from the cabins some of them was not able to come and some would not come. There was 3 died and the rest ate them. They was 11 days without anything to eat but the dead. . .So they was another company went and brought them all in. . .

There was but 2 families that all got through. We was one. Oh Mary, I have not wrote you half of the trouble we have had but I have wrote you enough to let you know that you don't know what trouble is. But thank God we have all got through and the only family that did not eat human flesh. We have left everything but I don't care for that. We have got through with our lives but don't let this letter dishearten anybody. Never take no cutoffs and hurry along as fast as you can. . .

After reading Virginia Reed's letter, students in small groups may discuss the following questions. Each group may choose a recorder to prepare a set of answers. *Not all of the questions can be answered from the letter.* They require the group to *think* carefully, *remember* past knowledge, *bring in* material from the readings, *infer* from what is already known, and *draw* some *conclusions.* By fully discussing each question and putting their knowledge together, the group will be able to answer all the questions.

Topics for discussion:

a. Why is Virginia's letter a valuable primary source? Are there any parts of the letter that might not tell the facts accurately? If so, why?

b. What did the loss of their cattle and oxen mean to the Reed family? List the changes this calamity brought upon the Reeds.

c. What role did Indians play in the tragedy of the Donner Party? What evidence of gratitude toward these Indians is in the letter? How is the absence of gratitude reflective of white values expressed in *Bury My Heart at Wounded Knee?*

d. What "arrangements" was Mrs. Reed forced to make for her family's survival at the cabins in the Sierras? How long were they there?

e. How do you explain Virginia's statement, "they [the

Breens] had meat all the time"? What value statement does Virginia make about the Breens' meat supply?

f. Where did the Reeds get wood for a fire? What other resourceful methods were used by the Reeds in order to survive?

g. Why is Virginia so careful to have the reader know that her family did not eat human flesh? Do you think feelings about cannibalism under extreme conditions have changed over the years? Do you know of any more recent examples?

h. Why do you think Dee Brown chose to include Virginia Reed as one of the real-life characters in *The Gentle Tamers?*

The year 1846 was a momentous one for the westward expansion of the United States. The next group of questions focuses primarily on the significant events of that year. A map activity will help students relate it to the territorial expansion of the U.S.

i. From what you may know of wagon trains, perhaps through reading *The Gentle Tamers*, does the Donner Party seem to have been well-organized? Why or why not? If you are reading *The Gentle Tamers*, compare the Donner Party experience to that of Janette Riker who lived alone for a winter inside a covered wagon.

j. When the Donner Party began its westward journey in the late spring of 1846, to what foreign outpost were they headed? Who owned this outpost of civilization? Within a short time after reaching their destination, who became the new owner of this area? Why?

k. What other major group migrated westward in the year 1846? What was their destination? Who owned their area in 1846? By 1848? Why did they go west?

l. What other large territory was added to the United States by purchase from Great Britain in 1846, thus rounding out most of the continental boundaries of the United States?

Culminating Questions

m. How were all these events of 1846 tied to the American dream of "Manifest Destiny"? What were the results of this dream?

n. Re-examine your original hypotheses about the frontier. How would you change or re-group them after completing these activities?

(1) Using any American history text or historical atlas, make a display which shows the expansion of the

United States from its original size to the present. Give the following data:

a. the name of the territory.
b. the date it was acquired.
c. the country it was acquired from
d. how it was acquired: by war, annexation, purchase treaty or combination of ways.

(2) Draw a map of the territorial United States. On it trace the great routes west (they can be found in textbooks or encyclopedias). On the same map, trace the features of natural obstacles to the settlers (mountain ranges, deserts, major rivers, etc.).

Working with problems of survival under extreme stress presents exciting opportunities for students to sharpen discussion skills, examine personal values, test their knowledge about survival, and apply what they have been reading.

The following activities, designed for two class periods, focus on a NASA simulated survival problem on the moon and an actual life-or-death situation in the Andes Mountains in the winter of 1972–73.

(3) In groups of 6-8 people, work out a solution to the NASA Lost in Space problem. If you have done this task at some other time, please act as an observer, sitting just outside one group. Observers and participants should both be aware that the group must achieve *consensus;* that is, the group must agree on where to place numbers 1 through 15. Thus, it is essential that each group member actively participate, giving clear, logical reasons for ranking particular items.

A group has completed this task when all items are ranked by consensus. Ask a recorder from each group to place the solution on the chalkboard. Some spirited comparisons will be made. Then refer to the NASA solution in the Teacher Handbook and share it item-by-item with students. Plan this activity to begin and end in one class period. Conclude by asking the students why this activity follows the one on the Donner Party and what it has to do with the study of the frontier. Student responses offer a good opportunity to reinforce the personal values involved in survival.

STUDENT ACTIVITY SHEET 3

*"Lost in Space: A NASA Survival Exercise"**

You are in a space crew originally scheduled to rendezvous with a mother ship on the lighted surface of the moon. Mechanical difficulties, however, have forced your ship to crash land at a spot some 200 miles from the rendezvous point. The rough landing damaged much of the equipment aboard. Since survival depends on reaching the mother ship, the most critical items available must be chosen for the 200 mile trip. The fifteen items left intact after landing are listed below. Your task is to rank them in terms of their importance to your crew in its attempt to reach the rendezvous point. Place number 1 by the most important item, number 2 by the second most important, and so on through the least important, number 15. Solutions are included here for teacher reference.

15 box of matches (no air on moon)
4 food concentrates
6 50 feet of nylon rope
8 parachute silk (for shelter)
13 portable heating unit (they are on the warm side)
11 two .45 caliber pistols (no atmosphere—would float)
12 one case dehydrated milk (too heavy—no way to mix)
1 two 100-pound tanks of oxygen
3 stellar map of the moon's constellation
9 life raft containing CO_2 bottles (for a propulsion system over chasm)
14 magnetic compass (won't function)
2 5 gallons of water (to prevent dehydration)
10 signal flares (won't work well without oxygen)

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*"Lost in Space: A NASA Survival Exercise," from *Learning Discussion Skills Through Games* by Barbara and Gene Stanford; copyright © 1969 by Scholastic Magazines, Inc. By permission of Citation Press.

__7__ first-aid kit containing injection needles (needles can be used through space suit valves)

__5__ solar-powered FM receiver-transmitter

The numbers represent the order of priority NASA placed on each item. For teaching purposes, of course, it is not as important that the students duplicate it as it is for them to work out their own good reasons for their solutions.

Following the NASA problem, briefly review the Andes airplane crash of a Uruguayan rugby team in October of 1972. Many students may remember hearing or reading about it. As students work on the Andes survival exercise, they may use the same procedures as they used for the previous NASA activity. The only difference is that in evaluating the results, the Andes exercise has no specific answers, only possible suggestions.

The listed items and the suggested solutions given are adapted from a *Time* magazine article of January 8, 1973, given as a teacher reference. Because there is no precise rank order listing to this exercise, students have the opportunity to develop logical arguments and solutions of their own. See the appended *Time* article for explanations about how the items were used.

After completing the Andes survival exercise, encourage students to compare and contrast the ordeal of the rugby team with that of the Donner Party. Informally focus on the survival tactics used by both groups and the moral dilemma they were forced to face. Ask what this seems to suggest about people, survival, and the frontier. Have students use their conclusions to test their original hypotheses.

STUDENT ACTIVITY SHEET 4

*Andes Plane Crash Survival Exercise**

The following is a list of items salvaged from the wreck of a Uruguayan airliner that struck a mountain peak high in the the Andes in October of 1972. The eighteen who survived the crash lived in the wreckage for 73 days before being rescued. Toward the end of this ordeal two of the strongest men walked down the mountain and made contact with their eventual rescuers. Rank the items below in order of probable need for survival. Number one is most important; number two is second most important and so on. *Suggested solutions* are included here for teacher reference.

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*Adapted from Stanford and Stanford, *Learning Discussion Skills Through Games* (New York: Citation Press, 1969).

5	plane battery (for the radio)
1	rugby uniforms (warmth)
2	airplane seat covers (warmth)
3	tinted glass from plane windows (sunglasses)
4	transistor radio (listening)
6	pieces of aluminum (snowshoes & signaling)
8	melted snow (water)
14	camera (photo record)
11	corpses (food)
7	foam insulation (sleeping bags)
9	Alka-Seltzer (salt)
15	40 plastic plates (no use)
10	chocolate (food)
13	plane's compass (direction for those walking for help)
12	razor (cutting flesh)

Cannibalism on the Cordillera*

The snowcapped Andes of South America are a cruel and unforgiving barrier. When storms are brewing, plane crashes are frequent; invariably after an aircraft goes down, mountain people remark that "the Cordillera never gives anyone back." Last week, though, the Cordillera had been forced to give back 16 of the 45 people who had been aboard a Uruguayan air force plane that hit a mountain peak in mid-October. Incredibly, the survivors lasted for 73 days in deep snow and sub-freezing temperature. They took extremely grim measures in order to do so—they ate the bodies of those who had died in the crash.

The 16 survivors—all men and all but one 26 years or

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*"Cannibalism on the Cordillera," from *Time*, January 8, 1973; copyright © 1973 by Time, Inc. By permission of the publisher.

younger—were rescued after two of them had struggled down the mountains in an epic ten-day hike. The pair encountered a stray shepherd, and four climbers of Chile's Andean Rescue Corps helicoptered in to bring out the remaining 14. Some survivors had lost as much as 60 lbs. and six required hospitalization for injuries: otherwise, they were in remarkably good condition despite having spent more than two months on a snow-drenched mountain. Only when the rescuers discovered that nine bodies near the wreck had been strangely carved and mutilated in ways unrelated to a plane crash did the truth emerge. Reluctantly, the survivors admitted that they had chopped the dead flesh into small pieces and eaten it. "It was like a heart transplant," explained one of the 16. "The dead sustained the living."*

The strange events on the cordillera began last Oct. 13 when the F-27 turboprop, manned by a crew of five, took off from Montevideo for Santiago, Chile, normally a 2½-hr. flight. Aboard were 16 members of the Old Christians, a rugby team composed of socially prominent college boys from the prosperous Montevideo suburb of Carrasco. Along with 24 friends and relatives, they were making a trip to Chile for a series of matches. Because of bad weather in the mountains, the plane was forced to stop at Mendoza, Argentina. The players used the layover to stock up on chocolate for their Chilean hosts.

Toboggan. When the F-27 took off again, the storm had abated, but the flight over the Andes proved to be rough going. Still in a holiday mood, the rugby players happily yelled "¡Olé!" or "¡Conga!" each time the turboprop hit an air pocket. But then, recalled Roberto Canessa, a 19-year-old medical student, "I looked out as we turned and saw a mountain only a few feet away." Without warning, the plane hit a peak and slid like a toboggan for half a mile down an 80° slope. When the plane finally stopped in a huge snowdrift at 11,900 feet above sea level, 18 people were dead or dying. "One of the pilots was alive," said Canessa, "but he was pleading for a revolver to kill himself."

The crash occurred at 4 p.m., just as sunlight on the

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*The incident was reminiscent of the history of the Donner Party, a group of 87 pioneers who were trapped by early snow in the California mountains in 1846. When their food gave out, they resorted to cannibalism to survive. As George Keithley wrote in his narrative poem *The Donner Party*, "Men dug the dead out of the snow and took whatever would make a meal."

mountains was fading. That night the survivors huddled together in the wrecked fuselage. When dawn came next morning, they ripped off seat covers and put on rugby uniforms over their light summer-weight clothes for extra warmth. Pieces of tinted glass from plane windows became sunglasses against the snow glare. On a transistor radio hooked up to the plane's only working battery, they heard that a search had begun. When a plane appeared overhead, they flashed pieces of aluminum from the wreckage to signal it. The effort was in vain; the wrecked fuselage was white and invisible against the snow. On the eighth day they heard that the search had been abandoned until the snow thawed.

On the 16th day of the ordeal, a sudden avalanche killed eight of the people who had survived the crash. After that, life on the mountain developed into a routine of strange and sometimes demented daily tasks. The dead were buried in the snow, but as the snow thawed they had to be reburied over and over again. Group members became obsessed with locating their luggage and spent days and weeks probing for suitcases in waist-high snow. They snapped pictures of their predicament. Chunks of aluminum were fashioned into snowshoes; the plane's foam insulation was worked into sleeping bags. Snow was melted into drinking water on the sun-warmed fuselage; pieces of Alka-Seltzer were added to reduce cravings for salt. Talk increasingly centered on food and on great meals they had eaten. One day rummaging for usable debris the bearded survivors stumbled across a stack of 40 plastic plates in the snow and laughed to the edge of hysteria.

The chocolate purchased in Mendoza helped keep the survivors alive for 20 days, but then the modest supply ran out. Their stomachs gnawing, the half-frozen members of the group finally made a dreadful decision. They hacked off sections of the dead bodies, thawed them on the warm metal of the aircraft, sliced them into small pieces with a razor, and ate the pieces raw because there was no fuel for a fire. The choice of cadavers was circumscribed: no relatives, no one with injuries that might have become infected.

On Dec. 13, the group made a desperate move. Two of them, Canessa and fellow medical student Fernando Parrado, 22, would set out westward down the mountains in hopes of reaching civilization; it was decided that if in 15 days they had not been heard from, two more members would go to seek help. On the seventh day, however, using the plane's compass, Canessa and Parrado managed to reach the Azufre

River and sighted a shepherd and his flock. It was five days before Christmas.

Authorities decided to bury the dead on the mountain where they had died. The survivors went home to Montevideo and picked up life as best they could. At first relatives of the dead were morally outraged that the bodies had been desecrated by cannibalism. From the viewpoint of Christian ethics, though, it was not certain that the men on the mountainside had sinned by eating the flesh of their dead companions. By and large, Roman Catholic moral theologians agreed that the act was justified under the circumstances. A few, perhaps extravagantly, even likened the situation to the central act of the Eucharist, where the faithful consume the body and blood of Christ under the species of bread and wine.

Preaching at a thanksgiving Mass in Montevideo for the survivors and their families, a Roman Catholic priest, Father Eduardo Rodríguez, said: "What happens to them will depend on us now and on the love and understanding that we are capable of giving them." As a Chilean paper asked rhetorically in the headline of one story about the incident: *WHAT WOULD YOU HAVE DONE?*

American Indians Past and Present

As increasing numbers of whites pushed westward toward the dream of a "Manifest Destiny," Indians who had earlier accepted or ignored this migration realized that to continue to do so imperiled their own survival. "Manifest Destiny" clearly did not include the American Indian.

Some Indians who decided to stand against the whites had earlier been forced westward by the official U.S. policy called "Indian Removal." The Five Civilized Tribes of the Southeast, for example, were "removed" to Indian Territory (later Oklahoma) and promised this land "forever;" forever lasted until 1890.

In some areas, such as Texas and Colorado, Indians were driven outside the borders. These Indians, eastern Indians, and tribes native to the Great Plains fought a thirty-year war against settlers and soldiers, an epic struggle chronicled in *Bury My Heart at Wounded Knee.*

When the Indian wars ended, the whites prospered and multiplied, while the abuses of the reservation system threatened extermination of the Indian people. That some Indians overcame such conditions and today are growing in numbers and influence is a testimonial to their will to survive and also, perhaps, to their love for the land.

Most of the activities in this subsection are taken from *Bury My Heart at Wounded Knee* as well as related reading of the student's choice. Each chapter in *Bury My Heart at Wounded Knee* is largely self-contained; it is not necessary to assign the whole book. But all the chapters provide a valuable insight into the Indian wars on the Great Plains. The final chapter on the massacre at Wounded Knee is beautifully written and short enough to assign to the whole class. The parallels between this massacre of 1890 and the problems in recent years at South Dakota's Pine Ridge Reservation may be used in class discussion to show that the values question involved has never been satisfactorily resolved.

Following the reading of all or selected portions of *Bury My Heart at Wounded Knee* discuss the following questions:

a. What steps to survive on the frontier did whites take? The Indians?

b. In what ways did the survival tactics of whites and Indians differ?

c. Why was the "War to Save the Buffalo," described in *Bury My Heart at Wounded Knee*, a particularly critical attempt at survival by the Indians?

d. Why was Big Foot's decision to take his people to Pine Ridge, described in the final chapter of *Bury My Heart*, a desperate survival attempt? What was the outcome of his attempt?

(4) Research
In the library, find an account of the Cherokee Removal called the "Trail of Tears." In an essay, compare the forced migration of the Cherokee to Indian Territory with the "Long Walk" of the Navahos as described in *Bury My Heart at Wounded Knee*. Focus your comparison on the survival aspects of both migrations.

(5) Research
Discover unique or little-known survival tactics used by American Indians in the wilderness. Assemble these in an illustrated format like the one used in *The Mother Earth News Almanac*. Students reading *The High Adventure of Eric Ryback* may wish to compare Indian survival skills with those used by Eric on his 2000-mile expedition.

(6) Research
Research the changes in official U.S. Indian policy

from 1875 to the present. In an essay or oral report, show how the abuses and uncertainty of this policy made Indian survival more difficult even after the end of the Indian wars.

(7) Research
Using the *Reader's Guide to Periodical Literature,* find news magazine articles of the 1970's which point to renewed Indian militancy—i.e. demands for the right to survive under conditions of their own choosing. Share your information with a small group of interested classmates, pointing out the divisions this new militancy has created among the Indians themselves.

The teacher can then create opportunities for these research teams to share their findings with the class and use the data to test their original hypotheses.

Huck, Jim and Eric Ryback

Survival is one of the themes running through *Huckleberry Finn* and the primary focus of a 2000-mile solo expedition in *The High Adventure of Eric Ryback.*

Huck's escape from Pap, humorous as it may seem in the telling, is also deadly serious. Fear drives Huck, and survival is his goal. Huck's fear verges on panic as he escapes from the cabin, but the exploits that constitute his successful escape testify to the strength of his survival instinct and the effectiveness of his survival training.

Fear also plays a part in Eric's survival; it grips him as he plummets helplessly down an ice field, beats out a forest fire, or confronts a bear at close range. Unlike Huck's, Eric's survival on his long, lone journey down the Pacific Coast Trail has been carefully planned beforehand and is a true story.

Groups reading *Huckleberry Finn* and Eric Ryback's book may wish to work together on the activities given below. Though Huck and his friend Jim may be fictional characters, their adventures lend themselves to comparisons with those of young Eric. Chapter VII of *Huckleberry Finn* is particularly recommended for review before the first activity.

Topics for discussion:

a. How do Huck, Jim, and Eric creatively use whatever materials they have at hand?

b. What examples can you give of resourcefulness and self-sufficiency in the solutions of Huck, Jim or Eric?

c. How do Huck, Jim, and Eric use present knowledge in order to accurately predict future events?

d. How do Huck, Jim, and Eric pay attention to details and use details to their advantage?

(8) In an essay, compare and contrast the survival tactics employed by Huck and Jim on the raft with those of Eric on his expedition. Two students, sharing their knowledge, may wish to work together on this activity.

(9) Draw a map of Eric's journey or Huck and Jim's trip. On either map, show where important threats to survival occurred, using phrases such as, "grounded boat boarded," "Jim captured" (*Huckleberry Finn*) and "beat out forest fire," or "climbed Mt. Rainier" (*Eric Ryback*). In addition, locate actual geographic areas on either map.

(10) Create a college of drawings or pictures from magazines showing the survival threats to Jim, a runaway slave. Use such threats as: "snakebite almost kills Jim" and "Huck considers turning Jim in." Indicate whether the threats to Jim occur primarily because of the fact that he is a black runaway, because he does not know enough about the world, or because he is being tricked by Huck.

In a concluding discussion ask what Eric and Huck's experiences do to the class's hypotheses about the frontier.

Enriching Contemporary Life

In contrast to the extreme situations which threatened the survival of the Donner Party in the nineteenth century, of the NASA Spacemen, a marooned rugby team, or Eric Ryback in the twentieth century, the activities which follow involve situations and tasks which enrich day-to-day living rather than preserve life itself.

These activities are based on *The Mother Earth News Almanac*, a treasure of ecological lore for city or country living. It is a storehouse of high interest material easily adaptable to activities for group or individual exploration. Most of the activities can even include students who have been reading other program titles.

Almanac-inspired activities suggested below are grouped around six headings: "Foods," "Back-to-the-Soil," "Energy

Alternatives," "Recycling," "People's Banking," and "Pollution Alert."

"Foods"

(11) Research
Identify, pick, and bring to class edible wild foods available in your immediate area. In a brief oral report, identify each wild food, describe its preparation (if any) and note its nutritional value.

(12) Research
Prepare a small cookbook of foods made with natural ingredients. Bring some natural food recipes to class to share with other students; even better, demonstrate their preparation to the class.

(13) Research
Prepare a week's menu of nutritionally balanced meals made from natural ingredients, including wild foods.

(14) Prepare and demonstrate to the class cosmetics that can be made from kitchen ingredients.

(15) Research
Find out how to set up a Food Co-op; there may be one in your area that you can contact. Using the blackboard, demonstrate to the class how a Food Co-op is established, explaining the advantages and disadvantages.

"Back-to-the-Soil"

(16) Try bottle gardening. Take notes on the steps you followed in making your bottle garden and show the results to the class.

(17) Research
Work out a plan for leaving the city or suburb and moving to a relatively self-sufficient farm. Be realistic and practical; show how this might be done gradually. Take into account the costs of a farm: financing the purchase; what to grow; yields per acre; equipment needed; animals needed; ways to supplement your income through non-farm jobs.

(18) Research
Collect examples of folklore in your area. Establish several categories of folklore such as medical remedies, legends, etc. Use interview techniques to obtain information from at least five adults.

(19) Build one of the projects shown in *The Mother Earth*

News Almanac: a chicken feeder, cold frame, or birdhouse, for example. Demonstrate its construction or use to the class or a small group.

"Energy Alternatives"

(20) Research

Students with some knowledge of drafting can draw plans for a home that is largely energy self-sufficient. Sketch plans for the energy sources as well as the house. Teach at least one other student the basics of drafting as you work. Coordinate your work with other members of the class who are researching alternative energy sources; show your drawings to the class.

(21) Research

Take notes on at least three alternative energy sources. In a small group, this research can be divided. Coordinate your research with the group drafting plans for an energy self-sufficient house; summarize your findings orally to the class.

"Recycling"

(22) Research

Find out if there are any laws in your state which require returnable soft drink bottles. Have any been proposed? In an oral report, describe what you learned and suggest ways that students can become active in promoting such recycling legislation.

(23) Research

Contact a building contractor and find out what kinds of building materials (natural and man-made) can be recycled into the construction of a "new" home in your locale. Make a display showing these materials. Underline the ones you would use in building a home for yourself. List the local cost of these materials, "new" and "used," whenever you can find them out.

(24) Research

Visit the supermarkets and bakeries in your area. Find out what they do with old bread and produce. If any old bread or produce is available free or very cheaply, report this information to the class.

"People's Baking"

(25) Research

Contact a local credit union, if there is one near you, and find out how to establish one in or near school. List the procedures, giving the advantages and disadvantages of credit unions, and report them to the class.

"Pollution Alert"

(26) Photograph pollution sites in your locale. Put them together in a photo essay or a display, identifying each location, the type of pollution, and its probable cause. This can be a class or group project which, upon completion, can be presented to local officials involved in pollution control.

A concluding discussion might begin: What does all of this have to do with survival and the frontier?

Culminating Activities

Like the activities for enriching contemporary life, the three activities concluding the survival theme may be completed by any or all students, regardless of which books they have read.*

(27) Research

Many schools and camps now offer training in survival or wilderness skills for high school students. Contact your local office of the American Camping Association, Scout groups, State Board of Education, or Outward Bound Schools for information and brochures. Make this information available to other students, describing to classmates the survival skills that are taught.

Prepare for this culminating activity by providing maps, travel books, clothing and equipment catalogs:

(28) Research

Plan a cross-country or wilderness trip for one or two persons. Map your route. Record: mode(s) of transportation, length of trip in miles and days, equipment, clothing, food, and itemized costs. Place data in booklet form.

The following culminating activity draws from five of the six program titles. Teachers may wish to place students who have read varied titles into small groups to complete this activity. A suggested data retrieval chart is shown here.

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*A film dealing with the first activity may be rented for $15.00 from Association Films, 410 Great Road, Littleton, Mass.

(29) Data Retrieval Chart

KEY QUESTIONS:	Huckleberry Finn or Jim	Eric Ryback	Any American Indian from *Bury My Heart at Wounded Knee*	Lutie Brewton in *The Sea of Grass*	Any woman fully described in *The Gentle Tamers*
1. What particularly strong character traits may have helped each individual to survive?					
2. For each individual, give one example of reaction under stress.					
3. How successful was each individual at surviving?					
4. How can each individual's success or failure at survival be explained?					

End the survival study by providing an occasion for students to refer back to their original hypotheses, to revise them or add to them in light of their learning experience. The revised hypotheses can then be used in the second phase of the unit.

Conflict of Cultures

Introduction

One outcome of the struggle to survive in the wilderness—too often ignored or distorted—was the conflict of cultures between whites and Indians, blacks, or Mexicans. Somewhat more subtle, but still important, were culture conflicts among whites themselves. All of these conflicts form the second major theme of the unit.

First examined in this thematic strand are ethnic culture conflicts. *Bury My Heart at Wounded Knee* is an authoritative, damning account of a portion of the Indian-white conflict, a struggle that terminated in the defeat and near-extermination of the American Indians. Like the issue of slavery, it is the underside, the nightmare of American history.

Reference to the Indian-white culture conflict may also be found in *The Gentle Tamers,* particularly the loss of status suffered by Indian wives of whites once adequate numbers of white women moved west. Comparisons of Indian and white cultural differences are reinforced through analysis of Robert Frost's poem, "The Gift Outright."

Still another example of ethnic culture conflict is white exploitation of Jim, the runaway slave, in *Huckleberry Finn.* Even Jim's friend Huck at first considers him as just another "nigger," but finally comes to accept him as a valued friend.

Sometimes writers choose to ignore culture conflicts. Perhaps for reasons of style, Conrad Richter fails to mention in *The Sea of Grass* that there was another party to the struggle between the "nesters" and ranchers for the flowing fields of New Mexican wheat. An enrichment activity in this thematic section deals with southwestern land grants held by Mexican Americans, grants that were guaranteed to them in the Treaty of Guadalupe-Hidalgo. Students will search for both the substance and the outcome of these treaty guarantees.

In the struggles, among whites themselves, as well as in those of differing ethnic origin, values differences between those accepting civilization and constraint and those demanding wilderness and freedom were involved. This dilemma runs throughout American development and through nearly all of the books in this unit. A conflict more peculiar to mainstream whites—the challenging of traditional sex roles by frontier women—is a major focus of both *The Sea of Grass* and *The Gentle Tamers.*

Ethnic Conflicts

A strong aspect of this unit is the culture conflict between Indian and white, a conflict which gave rise to misunderstanding after misunderstanding, compounded to create misery for both groups and defeat for the Indian.

Why did the two cultures conflict? Was there no middle ground, a compromise, that would have permitted an ethnic accommodation?

To answer these questions, one might first consider the character traits of many white Americans and then the character traits common to many American Indians.

Restless, individualistic, generally committed to hard work and material success, and believing themselves superior to the "heathen savage," white Americans flooded the frontier in such quantity that the sheer force of their numbers and technology overwhelmed the smaller, generally nomadic Indian population.

Although the Indian was as restless as many whites and perhaps even more self-sufficient when necessary, his value system was oriented toward group or tribe rather than toward the individual. While the white settler took pride in his own strength, cunning, and marksmanship, the Indian looked more to the collective skills and organization of the tribe for sustenance.

Whereas the settler seized or bought land as his "property" —to be slashed, burned, cultivated, grazed, or mined—the Indian perceived the land as a gift from the Great Spirit, to be shared and preserved in its natural state. Such a communally-shared wilderness was the only land system supportive of a hunting and gathering way of life. The white man's concept of individually-owned land, to be used as the owner saw fit, was completely alien to American Indian culture.

There could be no middle ground, no compromise, when whites found minerals, rich soil, or grazing lands in the west.

After all, the Indians could seldom "prove" that they "owned" the land, and besides—they weren't "using" it.

When the whites had taken all the land they could "use," the Indian was placed on a reservation. Reservation lands were genarlly isolated, barren leftovers which continued to shrink in size through sale or cession. Too small or parched to support hunting and food gathering, they were also too infertile for the agricultural pursuits demanded by the Bureau of Indian Affairs and scorned by most Indians.

Thus the reservation Indian became a refugee, a stranger in his own land. Decimated by despair, drink, and disease, his numbers declined to such a point that in the early twentieth century it was feared that he might become extinct.

Since the 1930's, however, the Indian population is again increasing, though plagued with the nation's highest infant mortality, dropout, and illiteracy rates—and the lowest incomes. Like many other ethnic groups, young American Indians today are no longer accepting these statistics as inevitable. Through non-violent as well as increasingly violent means, some Indians are demanding change. White response to these demands will be a major determinant in the future direction of Indian life.

Class discussions will center around readings from *Bury My Heart at Wounded Knee* and *The Gentle Tamers*, both readable in whole or in part. Some questions or activities are broad enough so that students reading other titles may participate.

As student groups are reading the two titles mentioned above, focus discussion on:

a. What do you think were the major cultural differences between whites and American Indians in the frontier period? Why was it so difficult for one group to understand the other?

b. Given these cultural differences, do you think a compromise might have been possible between the two ways of life? Why didn't this happen?

c. What incidents in *Bury My Heart* reveal the white man's ignorance or denial of Indian culture?

d. In *The Gentle Tamers* how do Dee Brown's descriptions of the changing status of Indian wives of whites reveal white attitudes toward Indians?

e. If the massacre at Wounded Knee is 1890 was the symbolic end of the Indian wars, what has become of the Indians who survived this struggle?

Some of the activities below are similar to each other in content, yet different in format or emphasis, providing a variety of approaches to learning in this section.

(30) Role-play an Indian and a white arguing their cultural beliefs about land and nature.

(31) In an essay, explain the white man's ignorance or denial of Indian life or values in any one of the following instances from *Bury My Heart:*
  a. Colonel Chivington's remark that "nits make lice," while also advocating killing all Indians, including children;
  b. General Sherman's speech to Red Cloud's group in which he advised them to give up their dependence on wild game and relocate eastward;
  c. forcing the Indians to sell the Black Hills.

(32) Read Arthur Kopit's modern play *Indians* and compare the author's view to Dee Brown's. This comparison may be done as either a written composition or oral presentation.

(33) Write a skit of about 200-300 words dramatizing the feelings of the Navahos when Kit Carson ordered the felling of their peach trees (as told in *Bury My Heart,* p. 28).

(34) In an oral report or essay, show how one of the following from *Bury My Heart* reflects Indian cultural values:
  a. the Indian death song, "Nothing lives long, only the earth and the mountains";
  b. Black Kettle's speech at the time of the Peace Treaty of 1865 when the Cheyennes lost all of Colorado;
  c. the Ghost Dance.

(35) Research
Find out about the effect of transportation and communication on Indian life and culture between 1830 and 1890. Share your notes with a small group.

Using the accompanying handout, the following activity is adaptable for individual, group, or class use. Frost's poem "The Gift Outright" may be more motivating to students if they know that it was chosen by President John Kennedy to be read at his inauguration.

(36) Read Robert Frost's "The Gift Outright" and discuss how the poem might be interpreted by an Indian, in light of *Bury My Heart at Wounded Knee.*

STUDENT ACTIVITY SHEET 5

*"The Gift Outright"**

By Robert Frost

The land was ours before we were the land's.
She was our land more than a hundred years
Before we were her people. She was ours
In Massachusetts, in Virginia;
But we were England's, still colonials,
Possessing what we still were unpossessed by,
Possessed by what we now no more possessed.
Something we were withholding made us weak
Until we found out that it was ourselves
We were withholding from our land of living,
And forthwith found salvation in surrender.
Such as we were we gave ourselves outright
(The deed of gift was many deeds of war)
To the land vaguely realizing westward,
But still unstoried, artless, unenhanced,
Such as she was, such as she would become.

If you were one of the Indians from a tribe described in *Bury My Heart at Wounded Knee*, explain how you would react to the above poem.† Use the following guide questions to help you prepare a two-minute "reaction speech."

1. Comment on the aspects of land ownership which distinguish Indian and white values.
2. How, as an Indian would you view the white man's "gift—many deeds of war"?

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*"The Gift Outright," from *The Poetry of Robert Frost*, edited by Edward Connery Latham; copyright © 1942 by Robert Frost; copyright © 1969 by Holt, Rinehart and Winston; copyright © 1970 by Lesley Frost Ballantine. By permission of Holt, Rinehart and Winston, Publishers.

†If you take on the identity of a specific Indian, answering the above questions on the basis of your experience may make your speech more exciting.

3. Do you agree that the land was unstoried? In what sense is this line limited to white man's vision?
4. Do you agree that this land was white men's land a hundred years before they became independent?

Like the frontier struggle between white and Indian, there was also culture conflict between white and black as well as white and Mexican.

Few Americans know that there may have been as many as 5000 black cowboys, that thousands of blacks migrated west after the Civil War or were already there as ex-slaves in Texas, for example. Blacks faced almost the same prejudice and discrimination in the west as they had in the east; only the wilder, more open western life mitigated this to some extent.

Hispanic settlement in the west dates to 1598, when a Spanish expedition founded the pueblo of Santo Domingo in what is now New Mexico. When the United States won the Mexican War, Mexico lost over one-third of her national territory. This "Mexican Cession" plus Texas is unique even today for its heritage of Hispanic culture. Though much of this culture has been lost over the years to the mainstream majority, the more serious loss was a near-total default on Mexican land grants guaranteed by the United States under the Treaty of Guadalupe-Hidalgo. Without land, both power and pride were nearly lost; only in recent years has the Chicano movement succeeded in regaining some of both. The struggle for the land is still carried on particularly by New Mexico's Alianza Movement.

The first activity given below deals with culture conflicts between the runaway slave, Jim, and the dominant white culture in *Huckleberry Finn*. Twain's character is illiterate, unschooled in the ways of white society. Yet Jim's practical knowledge about a remedy for snakebite or finding direction in the fog is in the best tradition of American ingenuity. Students who enjoy visualizing concepts or understandings may wish to try the next activity.

(37) Create a word mobile. On one side of each form use a word that describes Jim's values relating to one of the five institutions of society (family, religion, education, law, or economics). On the other side of each form describe Huck's early values toward the same

institution. You might wish to highlight the forms by using a black background for Jim's values and white for Huck's.

A second activity departs from content found in *The Sea of Grass* to include a third group struggling for control of the land in New Mexico—the Mexican American.

(38) Research

Missing from *The Sea of Grass* is another party to the struggle for the land in the southwest—the Mexican American. Research the terms of the Treaty of Guadalupe-Hidalgo (1848), particularly Articles 8, 9, and 10. Describe the guarantees that were made in those articles by the United States. Based on the data researched, make a judgment about the outcome of the treaty guarantees on culture conflict between Mexican Americans and white Americans.

Mainstream Whites

In addition to frontier culture conflicts between ethnic groups, there were also cultural struggles among the mainstream whites. These struggles took many forms: disputes over the merits of civilization or wilderness; disturbances within the family structure, including questions of sex roles and economic competition for control of the land and its resources. These often resulted in violent upheavals, sometimes leading to the establishment of law and order.

A pre-Civil War ballad, "The Wisconsin Emigrant," (see *The Ballad of America* by John Anthony Scott, Bantam Books, pp. 161–3), poignantly expresses the quandary faced by easterners trying to decide whether to accept the security of civilization or the challenge of the wilderness. In this ballad, a restless farmer beaten down by poverty and worn-out land longs for possible fame, fortune, and fertility in the west. His wife begs him to consider the back-breaking labor needed to clear new land and the "Indians who murder by night."

Several suggested approaches to working with students on "The Wisconsin Emigrant" include:

a. Playing and singing the song by teachers, students, or both.

b. Asking students to search for the contrasts in attitudes toward the frontier of the husband and wife.

c. Discussing the role of New England and other coastal areas in westward migration.

The frontier had a distinct effect on the family, particularly on the role of women. In the east, where survival was no longer a daily problem for most people, women achieved their greatest status as compliant appendages of their husbands. Limited by an irrelevant, inadequate education, they stayed at home and raised large families. Few worked outside the home; those who did were generally poorly paid servants or seamstresses.

In the west, however, a fragile, helpless female was of no use at all. Every hand was needed for survival and any cultural limitations placed on women made little sense. Women in the west were expected to farm, ride, shoot, and bear children. Frontier men loudly lamented a chronic shortage of marriageable women; few questions were asked about their pedigree or attractiveness. It is no accident that agitation for women's suffrage first bore fruit in the western states and territories.

Two of the source books in this unit deal with the role of women both on the frontier and within the family unit. The strongest character in Richter's *The Sea of Grass* is Lutie Brewton, a woman who defied Victorian moral standards to flee from a life she hated. In *The Gentle Tamers*, many of the women were engaged in occupations traditionally reserved for men or acted in ways which were contrary to accepted cultural standards of the times.

(39) Lutie Brewton is the most complex character in *The Sea of Grass*. In an essay, discuss Lutie Brewton as a woman of the Victorian era. How does her behavior differ from generally accepted moral standards of those times? After describing Lutie's actions in the novel, indicate to what extent you agree or disagree with what she did.

(40) In a small group, prepare several brief dialogues, each of which show how a particular woman described in *The Gentle Tamers* did not fit cultural standards of her time. An alternate format for this activity might be a panel discussion.

(41) Write a humorous essay about one of the women described in *The Gentle Tamers*. Thematic focus should concern rejection of some of society's values.

(42) Write or sing a ballad about one of the "gentle tamers." Remember that a ballad should tell a story

of some kind, and make your story about a western woman who challenged cultural standards for her sex.

Economic competition for land and wealth was closely associated with the generally violent struggle for law and order. This competition and the lawlessness it spawned is a major consideration in *The Sea of Grass.*

Richter focuses on the struggle between farm and cattle culture for control of the land in New Mexico, a struggle so fiercely competitive that it frequently resulted in violence and death.

As students read *The Sea of Grass,* encourage them to discuss:

a. What does the "sea of grass" symbolize to the ranchers? To the "nesters"?

b. What sort of future for New Mexico do the ranchers want? The nesters?

c. How do the opposing economic demands of ranchers and nesters lead to violence?

d. In the struggle between powerful ranchers and impoverished nesters, whose side do you think the author takes? Why?

e. Can you sympathize with both the ranchers and nesters? Why? Consider the economic and ecological factors.

(43) Research

Find data on the climate of New Mexico, Texas, Arizona. Then research the natural disasters which struck there in the 1880's. Using your information, analyze why these disasters occurred. Conclude your report with a summary of the remedies taken by farmers and ranchers.

Culminating Activity

Provide an opportunity for different groups to share what they have read about conflict in their particular books. A retrieval chart similar to the one on the next page might be used to record the pertinent elements from each report on the blackboard.

Analyze the data by asking questions such as: How are these conflicts different? How do you account for these differences? How are they alike? Why do you think this is so? What does this seem to suggest about conflict and the frontier? Then have students revise their hypotheses on the frontier again, in the light of their readings and discussion.

Conflict on the Frontier

Book	People Involved	Type of Conflict	Reason for Conflict
Bury My Heart at Wounded Knee			
The Gentle Tamers			
Huckleberry Finn			
The Sea of Grass			

Escaping or Facing Reality

Introduction

All of the various groups on the western frontier initially faced the problem of physical survival. In surviving, they often fought or competed with each other—a conflict of cultures which nearly destroyed the American Indian and inhibited the cultural growth of other ethnic groups.

In 1890 the Census Bureau announced the end of an identifiable frontier line. A predominantly Anglo-Saxon culture had peopled and won the vanishing wilderness. The third thematic strand in this unit deals with circumventing and facing the sometimes unpleasant reality of that conquest. It also considers other ethnic cultures who either attempted to escape or to face the outcomes of this western power struggle.

This was not a sudden or recent conflict. Even before the "official" end of the frontier, the westward movement had lost much of the objectivity shown in Crèvecoeur's eighteenth century essays. Ballads, superstitions, myths, and the "dime novel" succeeded in romanticizing the west and stereotyping its people. In our own century, Hollywood, radio, and television finished the job. Sorting out fantasy from reality thus becomes an urgent imperative in any serious study of western America.

In this section students first examine the role of superstition, myth, and stereotype in frontier development and their relationship to the Romantic movement in American literature. Particularly relevant readings will be found in: *Huckleberry Finn, The High Adventure of Eric Ryback, Bury My Heart at Wounded Knee,* and *The Gentle Tamers.*

Finally, students explore the reality brought about by experience and adaptation to the frontier and examine Realism as a parallel movement in American literature. *Huckleberry Finn, The High Adventure of Eric Ryback, Bury My Heart at Wounded Knee, The Sea of Grass,* and *The Gentle Tamers* are all useful sources on this theme.

Culminating activities, including a simulated trial of Huckleberry Finn as "wayward child," pull the themes of the unit together, completing the study of frontier America.

Superstition

In *Huckleberry Finn,* Jim's superstitions are his way of explaining the inexplicable. They provide him one more way of circumventing reality. Students reading Twain's novel might wish to compare superstitions they know with some of the superstitions Jim reveals in the course of the story.

(44) As a class or small group, list as many superstitions you can think of. Those reading *Huckleberry Finn* may wish to record on the same list the superstitions revealed by Jim in the novel. Share with others the effect that you think superstition has on Jim's life.

As the Indian wars drew to a close in 1890, the new Ghost Dance religion spread like the wind through the Plains tribes. Led by Wovoka, the Paiute Messiah, Ghost Dance participants were promised that in the spring the whites would be buried under new soil, the land would be reborn and the buffalo and wild horses would return. Only the Indians would live on the new earth. Since these events were said to be inevitable, Ghost Dance adherents were advised to be peaceful toward whites and to each other.

Although the Ghost Dance religion contained the major elements of the Christian faith, it was feared and then suppressed by whites. Unfortunately for the Indians, followers of

Wovoka told them that if they wore their white Ghost Shirts, no bullets could harm them. This belief, a tragic superstition, helped lead to the massacre at Wounded Knee.

Topics for discussion:

a. If superstition is defined as "a belief or notion not based on reason or knowledge," which part of the Ghost Dance religion described in *Bury My Heart* most fits this meaning?

b. How did the superstition about the Ghost Shirts contribute to a massacre in 1890?

c. How do you explain the willingness of Indians to accept the Ghost Dance religion and the belief about the Ghost Shirts?

d. How do Jim's superstitions in *Huckleberry Finn* make it difficult for him to deal with reality?

e. What reality did Indian belief in the Ghost Dance obscure?

(45) Research

Find out about the rituals used in the Ghost Dance religion. Perhaps you can locate recordings of Ghost Dance music. Play some of the music for the class; perhaps someone might wish to demonstrate part of the dance. Explain to the class or a small group the reasons behind the rituals.

Topics for discussion:

a. What role did superstition play on the frontier?

b. Do you think superstitions were more or less prevalent on the frontier? What makes you think so?

Myth

The brief introduction to *Bury My Heart at Wounded Knee* is an excellent class or group reading on the mythologizing of the frontier experience.

After students have read the introduction, discuss:

a. What western myths came out of the last period of the frontier?

b. Who or what has been responsible for the creation and reinforcement of these myths?

c. What place does myth have in the study of literature? Of history?

d. What is the role of the Indian in the mythology of the American west?

e. How does Dee Brown evaluate the quality of primary sources by American Indians?

f. When Indians made speeches at treaty councils and other formal meetings, their words were first translated by an interpreter and then written by a recording clerk using, by the second half of the nineteenth century, Isaac Pitman's new stenographic system. In this rather complicated recording system, which person named above was the key figure in determining the accuracy of the spoken word?

g. Why were some newspaper interviews with Indians in the nineteenth century of questionable accuracy?

h. How did the complications of recording Indians' speeches and the questionable accuracy of newspaper accounts help make Indians the "dark menace" of western mythology?

(46) Create a display revealing mythological beliefs about Indians after you have read the factual information in *Bury My Heart at Wounded Knee.*

(47) If you have read *The Sea of Grass*, create a visual image of the western settler (as represented by Col. Brewton) by making a word or picture collage.

Students should be made aware of the ways that myths reveal both cultural and individual values. For instance, a study of the mythical heroes of the west will show the daring male rough rider who faces violence with even stronger violence and better aim. Conversely, the mythical female of the west is either quiet, unadorned, hard-working and adoring or a woman of dubious virtue. One reason why *The Gentle Tamers* and *The Sea of Grass* have been selected for unit readers is to dispel the stereotyping that occurs whenever mythology becomes institutionalized. However, students should recognize what mythical elements convey about values, and they should be able to identify modern mythical heroes, such as Elton John or the Rolling Stones.

(48) In a small group, discuss:

a. What makes a modern mythological hero?
b. How are popular singers, such as Elton John, mythological heroes of a sort?
c. What mythical qualities does Elton John possess?
d. To what extent is he probably indebted to his agents for these so-called qualities?
e. On the basis of your acquaintance with his background, how much fakery does he admit to?

(49) Research

Study some American myths. The Paul Bunyan myths may be a starting point. Rip Van Winkle is another. In what ways have great leaders such as Abraham Lincoln been mythologized? What qualities must a leader have in order to become a mythological hero? Write a paper of about 200–300 words concerning the making of a myth in modern times.

(50) Research
Find American folk ballads which contain mythological elements pertaining to the American character.

(51) In a small group, consider:
- a. Are there any mythical overtones in Eric Ryback's decision to climb Mt. Rainier?
- b. How does Ryback's monster-mountain metaphor help lay the foundation for a myth that explains man's drive to conquer mountains? Does Ryback create such a myth?
- c. Why do you think myths became popular on the frontier?

Stereotyping

Dee Brown's *The Gentle Tamers* was selected as a reading in this unit because of its realistic, historically accurate portrayal of women in the old west, debunking many myths and stereotypes about them.

These women were not just females in sunbonnets or "ladies of the line"; they were army wives, Indian wives, Mormon wives, actresses, rodeo riders, suffragettes, murderers, Populists—rich, poor, the bad and the beautiful. And they went west for the same myriad reasons as the men—to strike it rich, Christianize the heathens, find adventure, or just because all that land was out there. Many "westered" to accompany their husbands.

Topics for discussion:

a. What are the sources of stereotypes about frontier women? About Indians?

b. What tasks traditionally assigned to males were performed by frontier women?

c. Although sometimes gentle, what evidence can you find to show that frontier women needed strength in order to live on the frontier?

d. What information did you get from reading *The Gentle*

Tamers that may have changed your view of women in the old west?

e. To what extent does the character of Lutie Brewton in *The Sea of Grass* support or refute common stereotypes about frontier women?

(52) Choosing one of the topics in *The Gentle Tamer*, such as "army wives," show how the demands of the frontier and strength of character merged to produce women who were admirable in many respects. Write an essay refuting the stereotype of womanhood as it is commonly presented in western movies.

Romance and Realism

As the next reading, "Romance and Realism," points out, we often equivocate between a romantic and a realistic outlook toward life. This equivocation, reflected in both history and literature, is a way of saying that we alternate between escaping reality and facing the realities brought about by change. The "Romance and Realism" reading is included on a ditto master for flexible large or small group use. Activities follow which utilize several books in this unit related to this reading.

STUDENT ACTIVITY SHEET 6

Romance and Realism

Student X: I failed that driver's test because the examiner didn't like my looks. I could see that he didn't care for me the minute he saw me.

Student Y: I failed my driver's test last month because the handbrake on the car was defective. My father had it repaired the next day, and yesterday I took the road test again and passed.

Which of these students reveals a realistic outlook? Which one deals with facts that are verifiable? Which one keeps his feelings pretty much out of his statements? Which one uses more specific detail? Which one gives a better idea of time?

Which student is personal, subjective in his point of view?

Which one tends to "embroider" the facts? Which one seems ready to escape to another world, whether in imagination or in a different real location? Which one, in fact, reveals a Romantic outlook?

Although the Romantic attitude, which really has nothing to do with "love," flourished as long ago as Ancient Greece, there is a well-defined period in American literature running from about 1800 to 1850 when Romantic writing seemed very popular. The so-called Romantic writers belonged to two factions, one which believed that only good exists in the universe. These Transcendentalists were concerned with questions of spiritual improvement, and they rejected materialism. They felt that spiritual improvement was best attainable through observing and imitating nature. Henry David Thoreau wrote these ideas in a book of essays called *Walden.* The second faction of Romantic writing is called Gothic, after its German origins. Edgar Allan Poe, whose horror stories thrill readers even today, was almost exclusively concerned with questions of evil. Some refer to him as a "Black Romantic" because of his symbolic use of blackness, a use which was common to others such as Nathaniel Hawthorne and Herman Melville.

Here are some characteristics that have been repeated in many Romantic writings. They may help you to define Romantic writing and to compare and contrast it to Realistic writing:

1. personal, subjective point of view
2. full application of imagination
3. enthusiasm; ecstasy about the wonder of life
4. some interest in the supernatural
5. search for a better world; creation of an idealized world
6. fantastic or escapist
7. living by faith rather than, or more often than, reason
8. finding great value in nature
9. interest in the past
10. interest in high adventure
11. freedom or spontaneity

As old as knowing that one had to hunt in order to survive, realism seeks to portray the world as it is, rather than as we would like it to be. Whenever authors have been concerned with facts rather than hopes or wishes, realism results. Though differing from one generation to the next, realism in American literature seemed to reach its height of popularity in the early twentieth century. A rough parallel with the period of industrialization and urbanization after the Civil War seems apparent. Stephen Crane gets credit for being one of the first Realistic writers, and Mark Twain's Huckleberry Finn has Realistic chapters.

Here are some characteristics that have been repeated in many Realistic writings. They may help you to define Realistic writing and to compare and contrast it to Romantic writing:

1. presentation of the truth
2. portrayal of people as they really are
3. objective point of view
4. interpretation of life to give it meaning
5. use of contemporary life because of need to write about direct experience
6. use of specific detail
7. use of a definite setting, a true place
8. emphasis on showing the reader, not telling him

(53) Mark Twain included Romantic and Realistic characters in his book. In an essay name Romantic characters and events and name Realistic characters and events from *Huckleberry Finn*. Refer to the lists above when you need help. Identify either kind of element.

(54) Find several prints of Realistic American art. Use an American art book as a reference unless your library has a collection of art prints. Show these pictures of prints to the class and point out their Realistic elements.

(55) Collect several Romantic paintings. Show how fantastic or escapist elements tend to relate Romantic paintings to myths. Point out, if you can, the mythological aspects of a few paintings in an oral or written report.

A further exploration of romance and realism in *Huckleberry Finn* may be found in the following quotation from the novel.

> "We played robber now and then about a month, and then I resigned. All the boys did. We hadn't robbed nobody, hadn't killed any people, but only just pretended. We used to hop out of the woods and go charging down on hog-drivers and women in carts and taking garden stuff to market, but we never hived any of them. Tom Sawyer called the hogs 'ingots,' and he called the turnips and stuff 'julery,' and we would go to the cave and powwow over what we had done, and how many people we had killed and marked. But I couldn't see no profit in it. One time Tom sent a boy to run about town with a blazing stick, which he called a slogan (which was the sign for the Gang to get together), and then he said he had got secret news by this spies that next day a whole parcel of Spanish merchants and rich A-rabs was going to camp in Cave Hollow with two hundred elephants, and six hundred camels . . . I said, why couldn't we see them, then. He said if I warn't so ignorant but had read a book called *Don Quixote*, I would know without asking. He said it was all done by enchantment." (pp. 13–14)

(56) After reading or listening to this excerpt from *Huckleberry Finn*, refer again to the handout on "Romance and Realism." In small groups, consider:
   a. Which boy is romantic in his outlook on the basis of this excerpt? Which boy is realistic?
   b. Why does the realistic one seem to humor the other?
   c. Which one is better able to live in the early nineteenth century? Why?

As a personal account of reminiscence, *The High Adventure of Eric Ryback* contrasts with *Huckleberry Finn*, but there are parallels on an experiential level. For both boys, facing nature and musing about man's place in it, as well as having to take action in order to survive are common experiences. Eric's awareness of the importance of preserving wilderness areas is perhaps one of the common bonds he would share with Huckleberry Finn if Finn were alive and well in the twentieth century. Eric Ryback progressed from a romantic to a realistic point of view as a result of his experiences in nature.

(57) Present a panel discussion to a small group in which you show how Eric Ryback's progress can be documented by actual experiences that changed his point of view about nature and about people.

Topics for discussion:

A culminating discussion on man's equivocation between romance and realism might focus on:

a. How does Dee Brown debunk romanticized images about women in *The Gentle Tamers?*

b. Which women discussed in *The Gentle Tamers* seem realistic to you? Why?

c. How do the attitudes of Colonel Brewton and his wife Lutie Brewton toward the "sea of grass" reveal a struggle between romantic and realistic values? How are these two people combinations of both romantic and realistic characteristics?

d. How is *The Mother Earth News Almanac* an example of both a realistic and a romantic approach to contemporary living?

e. How did the culture of the Plains Indians combine both romantic and realistic aspects? Which one of these aspects may have been a contributing factor in their defeat? Why? Is there a message in this for us?

f. Is romanticism always more dramatic and exciting than realism?

Experience and Adaptation

Although sometimes torn between escaping or facing reality, most people learn through experience the necessity of adapting to change. Experience shapes us all, forming our values, helping us to face life's actuality. The baby who touches a hot stove knows soon enough what to think of the stove. The youngster who pulls the cat's tall finds out how the cat reacts. The youth, by the time adolescence is reached, responds to his world through a web of memories which correspond to all his experiences.

Learning about the effect of experience and adaptation on frontier Americans may help students to become aware of their options in dealing with change in their own lives. They need to recognize to what degree they are in control of important decisions or are controlled by outside forces. They need to become aware of how past and present events offer options for the future.

The next reading, "Experience Shapes the Man," may enrich any of the unit titles, even though the setting used is from *Huckleberry Finn.* For maximum flexibility, "Experience Shapes the Man" is available on a ditto master. This reading examines the role of experience on maturation from adolescence to adulthood.

STUDENT ACTIVITY SHEET 7

"Experience Shapes the Man"

Huckleberry Finn is the story of a boy emerging from childhood. He is, like many other characters in well-known fiction such as Holden Caulfield from *Catcher in the Rye* and Alice of *Alice in Wonderland*, on the brink of adolescence. He has the maturity to see all the apparent contradictions in adult life in a clear way, but he has not yet attained any solutions for himself as he starts his journey on the river. As a result of his escape into a very special new world—the world of the Mississippi River—we see him mature in attitude. He enters that wonderful stage of adolescence when a boy is really neither a boy nor an adult. Like adolescence itself, the river removes him from threats of the past and from social pressures of the future. Living for the "now," he is free to search for his identity.

Having rebelliously rejected all rules, all structure, in his existence with Widow Douglas and with Pap, too, Huck experiences what life is like when all rules are suspended when he lives with the "King" and the "Duke." He is finally faced with the reality that rules protect the weak. He accepts, but he will always question.

The same thing happens with other institutions of society. For it is his very real experiences with these institutions that teach him their true value even though they have imperfections.

Thus, his "flight" away from the reality of life at home with the Widow—and with Pap, too—is truly a flight toward a greater reality—that of experience.

Experience shapes the man.

The following exercise will aid the student in linking his readings with the experiences of his own life.

(58) After reading "Experience Shapes the Man," work in a small discussion group. Ask each group member to identify and relate one experience that has greatly influenced his/her life. Second, members of the group should classify these experiences in writing as:

a. solitary or person-to-person
b. planned or accidental
c. self-initiated or started by an outside person or force
d. involving money, family, education, law or religion

Use the following guidelines to help summarize findings.

a. Was there any group member who could not think of an experience that has helped shape his life?
b. Was the experience for most people a solitary one?
c. Were you the controller or the controlled?
d. Were the experiences largely accidental or planned?
e. At the time when you faced the experience, were you aware of its importance?

Another example of the outcome of experience and adaptation is the story of Donehogawa, the first tribal representative to become Commissioner of Indian Affairs. His ordeal as commissioner, and his later personal success, is narrated in chapter eight of *Bury My Heart at Wounded Knee.*

When students have read chapter eight, discuss:

a. To what friendship did Donehogawa probably owe his appointment as the first Indian Commissioner of Indian Affairs?

b. In Donehogawa's statement on page 172, which one of his words best describes what was happening to the American Indian at that time?

c. In this statement, what does Donehogawa mean by the policy of Indian "removal"?

(59) Data Retrieval Chart

KEY QUESTIONS:	*Huckleberry Finn*	*The High Adventure of Eric Ryback*	*Bury My Heart at Wounded Knee*	*The Sea of Grass*	*The Mother Earth News Almanac*
1. How was escaping reality treated in each book? Consider: superstition, myth, stereotyping, and romanticism.					
2. How was facing reality treated in each book? Consider: experience, adaptation, and realism.					

d. Why was the earlier policy of Indian removal a failure?

e. For what reasons does Donehogawa indicate in his statement that the reservation policy is also probably doomed to fail? Did the unwillingness of many Indians to adapt to the white culture also contribute to this failure?

f. How did the scandals of the Grant administration indirectly bring about the downfall of Donehogawa as commissioner?

g. Describe how Donehogawa adapted to both the white and Indian cultures. To what extent do you think this adaptation was typical or unusual?

h. Do you think that recent incidents near Wounded Knee, South Dakota reveal a change of values on the part of modern Indians?

Culminating Activities

Several activities in this section involve all of the books in this unit, summing up the problems frontier Americans faced in accepting or rejecting new realities brought by change.

Small clusters of students who have read varied titles may complete a data retrieval chart similar to the preceding one.

(60) In a panel discussion, comment on the following items as they pertain to the American scene today. Concentrate on whether they indicate attempts to face reality or attempts to avoid reality. Expect spirited debate on some items. Whenever possible, relate them to the books that you have read.

a. the cowboy
b. Disneyland
c. Outward Bound survival programs

The direct relationship of the items with the frontier ceases here but the items shown below still reflect, in today's life, the issue of escaping or facing reality.

d. charge accounts
e. investigating life on Mars
f. dropouts or runaways
g. Rolling Stones or Gladys Knight and the Pips
h. shopping malls
i. high-rise apartments
j. highway construction

k. drive-in churches or drive-in funeral parlors

l. retirement communities or rest homes

Facing the reality caused by change can be painful in a personal sense. Anyone who has experienced it can tell you that the strongest dose of reality comes when a child, no matter what his age, must face the death of a parent. Huckleberry Finn's preparation to face this extreme event is an orderly progression of contacts with death which starts with an impersonal romantic game played by the "Gang" and culminating in the last chapter with the revelation by Tom and Jim that Huck's father is dead.

(61) In an essay, show that you understand the concept of gradually changing attitude by experiencing events. Use the sequence of confrontations with death to show how Huckleberry Finn matures during the course of the novel until he is able to deal with the death of his only parent.

Besides the personal growth that helps Huck define himself, *Huckleberry Finn* shows how his attitude toward the five social institutions of family, education, law, religion, and economics matures. As a culminating activity for this section of the unit, students reading *Huckleberry Finn* may create an Institutional Wheel, either individually or as a group, showing Huck's growth of attitude toward these social institutions as his world of experience expands.

The Institutional Wheel is not only a summary of major concepts in the book which pertain to social institutions; it is also a growth chart which links them to Huck's change of attitude as a result of his experiences both on and off the river. It encourages students to express their ideas concisely in their own words. Start the activity by telling students that each of the five institutions should be represented by an equal pie shape. Starting at the center, the innermost circle should represent the five aspects of life with Pap. Only a word or two pertaining to each institution should suffice. For additional clarity, each ring can be shaded a different color.

Starting from Huck's life with Pap, which was characterized as the very narrowest of experiences, the wheel moves outward in ever-expanding circles to represent each successive kind of life experience: Life with the widow; life with Jim; and life with Sally Phelps.

For instance, with Pap, economics simply meant stealing or selling whatever happened to be found floating down the river. It was a hand-to-mouth existence. Family was limited to the loveless, fear-inspiring sporadic contacts with an alcoholic father. Law was broken or flaunted by Pap, and involvement of the son in episodes of lawbreaking was encouraged. Pap openly opposed formal schooling for Huck because he feared he would lose control of him once Huck began to think independently. Religion manifested itself in Pap's philosophy in the only way possible—as superstition.

Moving outward to his broader experience with Widow Douglas, Huck begins to know what saving means. He lives from the interest of a fortune he has found during an adventure with Tom Sawyer. Although money means little to him, he can see that it is good to have some security and he is unwilling to give his money to Pap, who will squander it. His life with the widow, although offering little warmth, provides a roof over his head and regular habits. It is also free from fear unless Pap shows up. Huck is encouraged to obey rules until it is painful. At this point in his growth, he sometimes feels the need to rebel by escaping from the widow. Encouraged to attend school, Huck begins to see the value of formal education but objects to it for himself because it seems not to be grounded in experience. His pragmatism extends to religion. The value of religion he recognizes, but he rejects it for his own needs because it doesn't produce tangible results—he prays for fishhooks and doesn't get them.

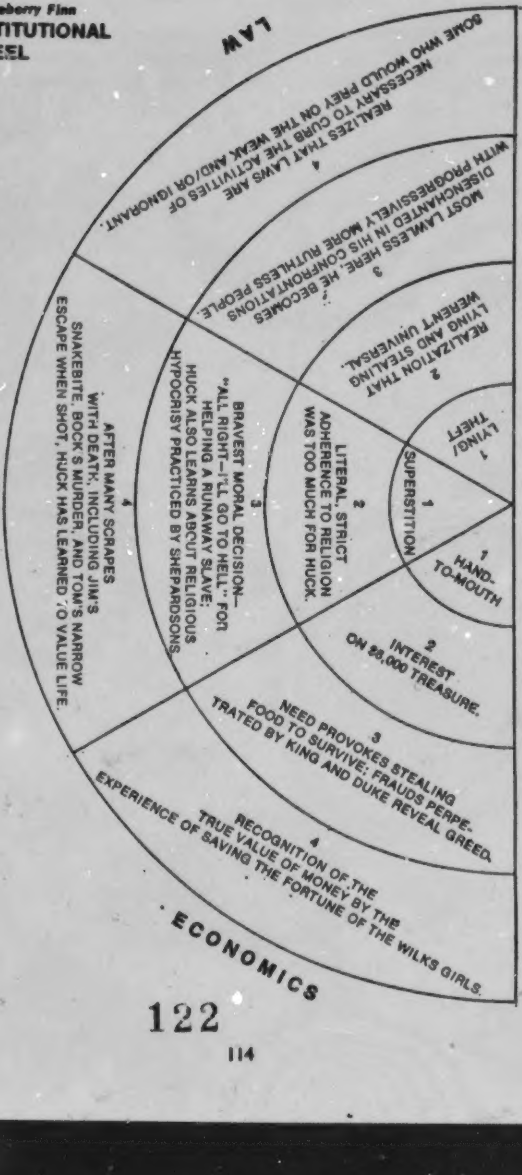
As soon as Huck escapes to the raft, he thinks his troubles are over, but they are not. For the first time, he finds a warm loving companion in Jim. However, because Jim is a runaway slave, there is no security with him. Therefore, this is not an ideal family situation. Many times, Huck must intercede to save Jim from capture.

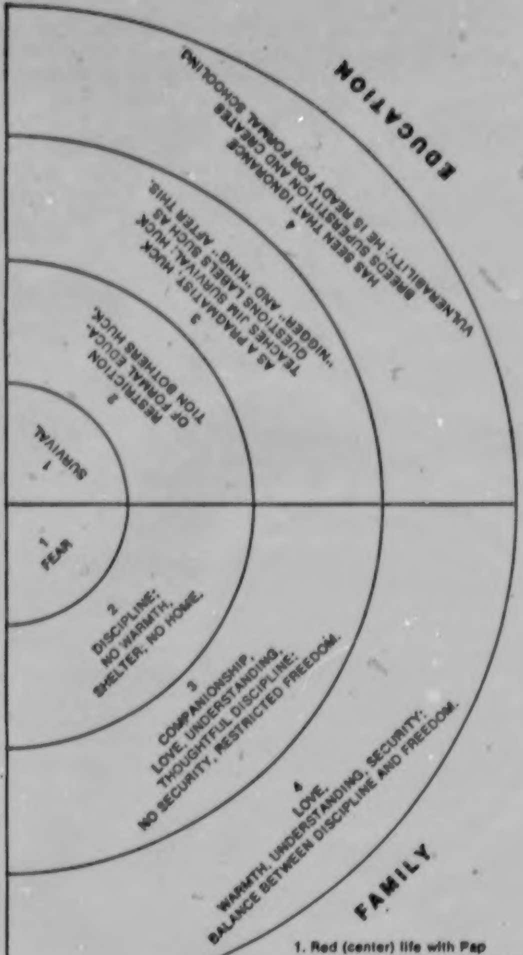
What Huck does learn from his relationship with Jim is respect for a person based on what he is, not on labels. This is a form of education not provided by the schools of his time and place. He gets involved in other family situations from time to time, but they each lack something important. The Grangerfords and Shepardsons, for instance, seem to be respected in the community, pillars of the church, and wealthy, but they kill each other in a senseless feud, and none of them can recall how it began.

Huck also begins to see what men will do for money. The King and the Duke are good examples of the extremes to which dishonest men can go. By contrast, Huck and Jim sometimes steal, but only in order to survive. Nature provides new insight into the meaning of the universe for Huck. Jim's

Huckleberry Finn

INSTITUTIONAL WHEEL


LAW
1 LYING/ THEFT
2 REALIZATION THAT LYING AND STEALING WEREN'T UNIVERSAL.
3 MOST LAWLESS HERE, HE BECOMES DISENCHANTED IN HIS CONFRONTATIONS WITH PROGRESSIVELY MORE RUTHLESS PEOPLE.
4 REALIZES THAT LAWS ARE NECESSARY TO CURB THE ACTIVITIES OF SOME WHO WOULD PREY ON THE WEAK AND/OR IGNORANT.
RELIGION
1 SUPERSTITION
2 LITERAL, STRICT ADHERENCE TO RELIGION WAS TOO MUCH FOR HUCK.
3 BRAVEST MORAL DECISION— "ALL RIGHT—I'LL GO TO HELL": FOR HELPING A RUNAWAY SLAVE; HUCK ALSO LEARNS ABOUT RELIGIOUS HYPOCRISY PRACTICED BY SHEPARDSONS.
4 AFTER MANY SCRAPES WITH DEATH, INCLUDING JIM'S SNAKEBITE, BOCK'S MURDER, AND TOM'S NARROW ESCAPE WHEN SHOT, HUCK HAS LEARNED TO VALUE LIFE.
ECONOMICS
1 HAND-TO-MOUTH
2 INTEREST ON $6,000 TREASURE.
3 NEED PROVOKES STEALING FOOD TO SURVIVE; FRAUDS PERPETRATED BY KING AND DUKE REVEAL GREED.
4 RECOGNITION OF THE TRUE VALUE OF MONEY BY THE EXPERIENCE OF SAVING THE FORTUNE OF THE WILKS GIRLS.


EDUCATION
1 SURVIVAL
2 RESTRICTION OF FORMAL EDUCATION BOTHERS HUCK.
3 AS A PRAGMATIST, HUCK TEACHES JIM SURVIVAL. HUCK QUESTIONS LABELS SUCH AS "NIGGER" AND "KING" AFTER THIS.
4 HAS SEEN THAT IGNORANCE BREEDS SUPERSTITION AND CREATES VULNERABILITY; HE IS READY FOR FORMAL SCHOOLING.
1 FEAR
2 DISCIPLINE; NO WARMTH, SHELTER, NO HOME.
3 COMPANIONSHIP, LOVE, UNDERSTANDING, THOUGHTFUL DISCIPLINE; NO SECURITY, RESTRICTED FREEDOM.
4 LOVE, WARMTH, UNDERSTANDING, SECURITY; BALANCE BETWEEN DISCIPLINE AND FREEDOM.
FAMILY

1. Red (center) life with Pap
2. Blue (next to center) life with Widow
3. Yellow (next to outer) life with Jim
4. Green (outer) life with Sally Phelps

superstition can also be seen as a kind of faith that has sprung out of ignorance. On the raft, Huck meditates about existence. He gains faith. He also sees a need for law to protect the weak from the likes of the King and the Duke.

Finally, Huck and Jim land at Tom's Aunt Sally's farm. Although Huck seems ready to adopt Tom's foolishness once again, reality breaks through when Tom is shot in the leg during an escape attempt that the boys have rigged for Jim. At the point when he stays with Sally Phelps, Huck seems ready to accept a family situation similar to that of the Phelps', a religion based on faith, an economy that values saving as well as using what is necessary, a system of laws to protect the weak and the innocent, and an education that will prepare him to cope with the fakes and frauds of the world as well as to recognize the reasons for injustice and failure. Most of all, this last circle of experience shows a Huck Finn with a balanced point of view concerning what positives and what negatives are offered by both civilization and wilderness.

(62) Using four different sized and different colored circles, create an Institutional Wheel which will reveal the stages of growth in attitude of Huck Finn toward the five institutions of society: family, education, law, religion, and economics. Start with the center circle, his life with Pap, then widen your circles of understandings.

The Real Frontier

Drawing Conclusions

Students should be encouraged to examine their original hypotheses in light of their study. Ask: What conclusions can you draw about the frontier in America? Students might then apply their conclusions in a second reading and analysis of Crèvecoeur's comments on frontier America (Activity Sheet 1).

The Simulated Trial of Huckleberry Finn

As a culminating activity for the frontier unit, the Simulated Trial of Huckleberry Finn can be played by all students, with those who have not read the novel serving as jurors, judge, clerk of the court, stage crew, property person, program writer, media crew, and costume person. Huck, the lawyers, the major witnesses, and the scorers must have read the book. The trial can be expected to last about three class periods.

Although regular court procedure should be followed, students should be made aware that some states do have a wayward child law, but no state puts a minor on trial. In a real situation, Huckleberry Finn would have a hearing, not a trial.

Rules, procedures, and scoring for the trial may be made available to each student by using Student Activity Sheet 8. An optional evaluation of learning by students participating in the trial may be found in the Skills Enrichment section at the end of this guide.

STUDENT ACTIVITY SHEET 8

The Simulated Trial of Huckleberry Finn: Rules and Procedures

Objective:

Using a list of characters from *Huckleberry Finn* plus two lawyers, a judge, and a jury, simulate a trial of Huckleberry Finn on the charge (made by Widow Douglas at Polly's urging) that Huck is a wayward child by virtue of his having run away from his natural father and from his foster home and of his having lived with and harbored a runaway slave.

Conditions:

Follow normal trial procedures.

Character portrayal must remain consistent with Twain's presentation, but witnesses may create their testimony according to their interpretation of the character. During subsequent enactments of the trial, however, witnesses may not shift their testimonies.

Lawyers will coordinate the drama. The judge will maintain the order and decorum of the court.

Preparation time: two days (excluding the reading of the novel).

The trial itself may last three days.

The charge: Huckleberry Finn is a wayward child.

Characters who step out of character by lying or otherwise not performing as necessary will lose 10% for each departure from the expected behavior.

Scorers (one for each side) who have carefully read the novel will keep track of the authenticity of the characterizations by scoring each character's daily performance.

Jurors reach a verdict based on the facts presented by the witnesses through the questions raised by the lawyers.

Scoring is on a percentage basis relative to the amount of time and preparation needed for the particular role taken.

Lawyers:	100
Huck:	90
Judge:	70
Jim:	90
Widow:	80
Sally:	80
Other witnesses:	80
Jurors:	50
Stage crew:	100
Properties:	100

Extra: tape recorders: 10 (practice sessions)
assisting with media: 50
preparing written programs: 50
typing scripts: 75
assisting with costumes: 50
scoring: 100

The Simulated Trial of Huckleberry Finn

Specific Behavioral Goals

1. By participating in a mock trial students will become familiar with court procedures.
2. By having to answer questions based on the book, students will prove ability to recall facts.
3. In summing up, lawyers will identify interrelationships between individuals interpreting, on the basis of factual material presented at the trial, the causes for Huck's seemingly errant behavior.

4. By arguing the questions, students will master skills of informal debate.
5. In testifying about incidents on the river (Grangerfords, Shepardsons involved in feud; robbery, etc.) the students will demonstrate their mastery of facts about mid-nineteenth century life on the edge of the frontier.
6. By listening to the testimony of witnesses, students will come to recognize extreme views on religion (represented by Widow Douglas and Pap), family relationships, education, and community.
7. By hearing Huck's testimony about life with Pap and Widow Douglas, the jury will make value judgments about what constitutes "the good life" in terms of their own lives.
8. By choosing the order of witnesses, the lawyers will demonstrate the ability to organize evidence persuasively.
9. By presenting their arguments, "lawyers" will demonstrate the ability to analyze and demonstrate relationships.
10. By evaluating evidence and deciding Huck's fate, the jury will demonstrate their ability to think critically.
11. By playing at characterization, the witnesses will demonstrate their knowledge of speech patterns (4 dialects represented).
12. By testifying, witnesses will demonstrate their abilities to inform.
13. By acting as recorder, the clerk of the court will demonstrate his ability to take notes.
14. By presiding, the judge will demonstrate his ability to evaluate the quality of questions asked by lawyers, and to moderate a just, meaningful argument.
15. By presenting Huck's change of attitude about Jim, students will demonstrate that Huck valued Jim as a human being first, a black man second.
16. By examining issues, motives, situations and consequences, students will solve problems.
17. By challenging the witnesses, lawyers will show a searching attitude.
18. By evaluating the "case" on the basis of evidence presented, the jury will demonstrate their ability to listen carefully and sort the important from the unimportant.
19. By changing ideas with the introduction of new evidence, the jury will demonstrate open-mindedness.
20. By reaching conclusions and asking questions based on

the introduction of new evidence, students will demonstrate creative and analytical thinking.

21. By enacting the trial, students will be able to compare and contrast 19th and 20th century values regarding race relations, religion, economics, forms of government and modes of expressing individuality.

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UNIT III

Industrial America

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OVERVIEW

The development of industrial America is surveyed in Unit III. This unit begins by examining the role of the city in industrial expansion, and it also shows the interrelationships of urban growth, immigration, and working. Taken together, these are the major factors which explain how, by 1900, the United States became the world's leading industrial giant. Through a case study of one city and comparisons with others, students explore urban growth in depth. The history of Lowell, Massachusetts exemplifies the themes of invention and technology, immigration and ethnicity, labor recruitment and organization common to all cities, as well as contemporary problems of urban decay and renewal.

In early nineteenth century cities, a chronic labor shortage persisted which threatened to cripple American industrial expanision. This situation changed radically, however, due to political turmoil in Europe. Suddenly, in the 1840's, Irish, Germans, Scandinavians, French, Poles, Russians, and Italians emigrated by the thousands, as well as Blacks, Jews, Chinese, Japanese. This newly arrived, abundant source of labor provided the muscle, the hard work, the driving dream to succeed. By so doing, they became the foundation on which industrial America was built.

Critical to urban growth and large-scale immigration was employment. The availability of work was what attracted millions from abroad and caused thousands to leave their farms for the city. In the cities, however, workers endured long hours at low pay and working conditions which deteriorated as corporations grew ever larger and more impersonal. Job security as we know it simply did not exist. To deal with the problems of urban labor, a fight began to establish strong labor unions. This was to last more than half a century.

The city, immigration, and working are themes as vital today, and for the projected future, as they have ever been in the past. The case study of Lowell reflects problems which beset any contemporary urban locale. The richness of ethnicity today is a logical sequel to the history of immigration. And the student's own values with regard to the work ethic and career planning are a personal application of our society's approach to work.

An additional theme, Futuristics, indicates how far we have come from the first experimental steps in industrialization toward a global economy which utilizes all resources as rationally as possible.

Six books have been especially chosen for their ample coverage of these themes. They offer a reading level range from grades 7–12. They are: Conot's *American Odyssey*, Novotny's *Strangers at the Door*, Norris' *The Octopus*, Crane's *50 Great American Short Stories*, Gutman's *Buying*, and Toffler's *The Eco-Spasm Report*. They comprise a collection of long and short readings spanning most of America's industrial history. Together the titles explore the three major themes of the city, immigration, and working as well as a look at post-industrial futuristics. Also included for teacher reference are Scott's *The Ballad of America* and Doctorow's *Ragtime*.

The organization of student activities builds from small and large group activities to culminating ones. "Handouts" or "Student Activity Sheets" provide additional source material. Ditto masters for these are available.

In all, this unit provides the material necessary for a year— or semester—long course on industrial America. At the same time, these interdisciplinary American Studies materials are ample and varied enough to be used as a minicourse in the exploration of America's industrial growth.

RATIONALE AND UNIT DESCRIPTION

A major thesis of this unit is that the richly varied human factor has been the primary moving force in the building of industrial America. Millions of immigrants, inventive entrepreneurs, country folk seeking city lights, combined to create spectacular urban growth and industrialization in the nineteenth and twentieth centuries.

Belching factories, teeming tenements, a polyglot of peoples, streets paved not with gold but rather with grinding labor—all these symbolized the industrial America of one hundred years ago. Expanding at the same time as the frontier was pushing westward, industrial America experienced a simultaneous but different kind of growth. In this unit, industrial growth is explored through a study of the city, immigration, and working, as well as a projection of global economic "futures," and how all of these conditions affect the people who live in them.

Again, emphasis remains on the richly varied peoples who made America's industrial expansion possible. Whenever relevant, students are encouraged to explore their own ethnic heritage, neighborhoods, jobs, values, and career futures.

Bantam Materials

The basic source material for unit themes are a novel, short stories, two histories, and a photo-essay. They are introduced in the following order: Conot's *American Odyssey*, Novotny's *Strangers at the Door*, Norris' *The Octopus*, Crane's *50 Great American Short Stories*, Gutman's *Buying*, and Toffler's *The Eco-Spasm Report*. Scott's *The Ballad of America* and Doctorow's *Ragtime* are also included for the teacher who may wish to derive further source material from them.

Activities accompanying the source readings are varied and flexible. Designed to fit both short and long unit schedules, they offer both structured and unstructured strategies. Together they are geared to a range of skill levels from grades 7–12. Note also throughout this guide the teacher copy of Student Activity Sheets which are provided on ditto masters in a packet in the STUDY AMERICA program.

Student Activities (the activity number is in parentheses) and Student Activity Sheets (Handouts) have been numbered. Activities 1–52 and Handouts 1–4 are specifically connected to unit themes.

Activities 1–6 and Handouts 1–2 serve three functions. First, the history of a representative American city is explored in depth through a case study of Lowell, Massachusetts. More able students may examine the history of Detroit as told in *American Odyssey*. Then students apply what they have learned from the case study and book texts to their own communities. And finally, students examine changing values in urban society. Unit titles used here are *Strangers at the Door,* and selections from *American Odyssey, Ragtime, 50 Great American Short Stories,* and *Buying.*

Activities 7–14 introduce immigration and its relation to industrial growth through a role-play simulation of the processing of immigrants at Ellis Island. Activity 15 provides research opportunities in the background of American nativism and the development of immigration restrictions. Activity 16 will help the student visualize the immigration process. Culminating Activities 17–20 bring together feelings of alienation, disruption, "growing pains," and the heritage of ethnic groups of the teacher's choice. Titles used are *Strangers at the Door, The Octopus,* and *American Odyssey.*

Activities 21–22 explore the drive for strong labor unions through an old labor ballad. Reference is made to Scott's *Ballad of America* and Doctorow's *Ragtime;* one copy of each is included in the kit. Activity 23 provides research experiences in the history of important strikes and the growth of unions. Reference is made to brief, useful sections on unions in *American Odyssey* and *Ragtime.*

Activities 24–28 introduce applications of the theories of Charles Darwin to the "Gilded Age" and its parallel literary movement, realism, as well as its offshoot, naturalism. Social Darwinism is particularly stressed through analysis of *The Octopus* and parts of *American Odyssey.* Activities 29–32 explore values regarding work.

Activities 33–35 look at the relationship between buying, work, and success drawing on examples from most of the source books. Students are offered writing options about technology and the American Dream of success. Culminating Activities 36 and 37 involve a careers symposium and establish a modified assembly line for the construction of a useful classroom product.

Activities 38–44 and Handout 3 draw on Alvin Toffler's concept of futuristics, by simulating an "eco-spasm," a temporary breakdown in one or more components of a global economy. Activities 45 and 46 touch upon the futuristics of technology using selections from *50 Great American Short Stories* as well as *The Eco-Spasm Report.* Culminating Activity 47 brings together the implications of an "eco-spasm."

Activities 48–52 are culminating activities for the entire unit, including a final revision of the hypotheses on industrialization established by the students at the beginning, drawing on material from the plots and themes of all the source material; related activities bring into perspective the entire spectrum of American industrialism, from the individuals who made it a reality to the consumers who reap its benefits and consequences. Handout 4 relates industiral expansion to realism and naturalism.

Teacher guidelines and teacher-directed classroom activities accompany the above material. Although they are explained in detail, the teacher may alter or adapt them as a point of departure for his or her own activities. In the text, the classroom guidelines and activites are given first; activity instructions intended for students follow, with numbers in parentheses.

Although this unit is flexible enough to be used in either a highly condensed or expanded form, it will easily fit, without alteration, into a span of eight weeks.

Basic Skills Enrichment

Many teachers will wish to use the source material for this unit as the basis for activities which increase the student's competence in basic skills. See the "Skills Enrichment" section, p. 327, for skills activities organized into the following four categories: study skills, oral skills, vocabulary skills, writing skills.

BEHAVIORAL OBJECTIVES

Having completed Unit III of STUDY AMERICA, students will be able to:

1. Develop and test hypotheses about industrialization.
2. Apply a set of hypotheses in the analysis of a case study.
3. Revise hypotheses in the light of new data.
4. Contrast and compare the growth of Detroit and New York with Lowell, Massachusetts noting similarities and differences.
5. Identify elements of ethnicity in their own community following a walking tour field study.

6. Describe the impact that life in urban America has on the development of American values.

7. List the factors relating to immigration that influenced industrial growth.

8. Trace the growth of American nativism and the evolution of immigration restriction.

9. Identify nativist groups such as the Know Nothing Party, Ku Klux Klan, Immigration Restriction League, Native Sons of the Golden West, and the American Protective Association.

10. Analyze "Solidarity Forever" as a classic labor ballad.

11. Identify the critical factors in a major strike of the late nineteenth or early twentieth century and the impact each had on that particular strike.

12. Apply "Social Darwinism" in an examination of the Gilded Age.

13. Simulate an assembly line to construct a classroom product.

14. Cite sources for exploring career alternatives.

15. Trace the history of consumer spending habits over the last fifty years noting the changes in these habits and the forces which influence what and why people buy.

16. Describe the results of an "eco-spasm," or temporary breakdown in the global economy.

17. Write an informal biography about an individual who strived to achieve the "American Dream" of success.

TIME FRAME

Historical events given below pertain to content in this unit.

1805	Planning of Detroit, Michigan by Judge Woodward.
1826	Founding of Lowell, Massachusetts as the first planned industrial city.
1842	Visit of Charles Dickens to Lowell.
1840's	The flight of the Irish to America to escape famine.
1840–1880	Influx of the "Old Immigration."

1880–1920	Influx of the "New Immigration."
1882	Passage of the Chinese Exclusion Act.
1885	Contract Labor Law stops contract labor from abroad.
1886	Founding of the A.F. of L.
1894	Founding of the Immigration Restriction League.
1905	Founding of the International Workers of the World (IWW).
1907	"Gentlemen's Agreement" stops Japanese immigration to the United States.
1917	Exclusion of illiterate immigrants.
1919–1920	"Red Scare" arouses suspicions toward some immigrants.
1921	Passage of First Quota Act.
1924	Immigration Act further cuts immigration quotas.
1952	Passage of Immigration Nationality Act (McCarran-Walter Act).
1953	Refugee Relief Act assists those fleeing oppression abroad.
1965	Passage of liberalized immigration law.

STRATEGIES AND ACTIVITIES

Setting the Scene

Brainstorm, asking the class to suggest ideas which surface when they think of "industrialization." Record them on the blackboard. Then ask:

a. Do any of these random ideas seem to belong together? Which ones—why?

b. What broad statements could we compose that describe each of these categories?

Then ask the class to rewrite these broad statements as hypotheses in their notes, keeping them in a safe place for future reference. As the unit progresses, they will have the opportunity to test their hypotheses against many kinds of data.

The City

The role of the city in the growth of industrial America is introduced by two commentaries on Lowell, Massachusetts, the first planned industrial city in the United States. Lowell's founders initially established a humane system of labor, which gradually deteriorated under the impact of large-scale immigration and fierce competition within the textile industry. Once the world's leading cotton textile center and a city which by 1900, included a rich ethnic diversity, Lowell is worthy of close study as a symbol of industrialization in American history.

Both Charles Dickens' commentary on Lowell and the case study which follows it may be used as the core for a teacher's lecture. They are also available on ditto masters for flexible class or group use. The activities which follow them utilize several of the books allowing discussion to become more general. The culminating activities focus on the students' own community. Additional or alternative reading for more mature students are relevant passages from Conot's *American Odyssey*.

To begin the case study, introduce students to the "Visit of Charles Dickens to Lowell in 1842." Students should know that Dickens' impressions of the United States were generally unfavorable. This activity is an excerpt from his American journal.

STUDENT ACTIVITY SHEET I

Case Study of Lowell, Massachusetts:
*Visit of Charles Dickens to Lowell in 1842**

I was met at the station in Lowell by a gentleman intimately connected with the management of the factories . . . Lowell has been a manufacturing town barely twenty-one years, but is a large, populous, thriving place . . . There are several factories in Lowell, each of which belongs to what [in England] we should term a Company of Proprietors, but what they call in America a Corporation. I went over several of these; such as a woolen factory, a carpet factory, and a cotton factory . . .

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*Charles Dickens. *American Notes for General Circulation*, 1842.

I happened to arrive at the first factory just as the dinner-hour was over, and the girls were returning to their work . . . They were all well dressed . . . and that phrase necessarily includes extreme cleanliness. They had serviceable bonnets, good warm cloaks and shawls . . . Moreover, there were places in the mill in which they could deposit these things without injury; and there were conveniences for washing. They were healthy in appearance, many of them remarkably so, and had the manners and deportment of young ladies: not of degraded beasts of burden . . .

The rooms in which they worked were as well ordered as themselves. In the windows of some there were green plants, which were trained to shade the glass; in all, there was as much fresh air, cleanliness, and comfort as the nature of the occupation would possibly admit of . . .

The girls reside at various boarding-houses near at hand . . . There are a few children employed in these factories, but not many. The laws of the state forbid their working more than nine months in the year, and require that they be educated during the other three.

At some distance from the factories, and on the highest and pleasantest ground in the neighborhood stands their hospital . . . The weekly charge in this establishment for each patient is three dollars . . . But no girl employed by any of the corporations is ever excluded for want of the means of payment. That they do not very often lack the means, may be gathered from the fact, that in July 1841, no fewer than nine hundred and seventy-eight of these girls were depositors in the Lowell Savings Bank. The amount of their joint savings was estimated at one hundred thousand dollars . . .

. . . There is a . . . piano in a great many of the boarding-houses . . . Nearly all these young ladies subscribe to circulating libraries . . . They have got up among themselves a periodical called 'The Lowell Offering', a repository of original articles written exclusively by females actively employed in the mills.

Of the merits of 'The Lowell Offering' as a literary production, I will only observe, putting entirely out of sight the fact of the articles having been written by these girls after twelve hours work each day, that it will compare advantageously with a great many English publications. It is pleasant to find that many of its tales are of the mills and of those who work in them; that they inculcate habits of self-denial and contentment, and teach good doctrines of enlarged benevolence. A strong feeling for the beauties of nature, as displayed in the solitudes the writers have left at home, breathes through its pages like wholesome village air . . . It has very scanty allusion to fine clothes, fine marriages, fine houses, or fine life.

After reading the Dickens activity, discussion may focus on such questions as:

a. Would you say that Dickens' impressions of Lowell were favorable or unfavorable?

b. What specific conditions were noted by Dickens as being particularly worthy?

c. Which of these conditions mentioned favorably by Dickens would we not consider favorably today?

d. What, if anything, is there to indicate that Dickens may have been shown the mill conditions at their best?

e. How might industrial working conditions in England in the nineteenth century have contributed to Dickens' impressions of Lowell?

Reinforcing Activities

(1) If you have read any of Dickens' books (*A Christmas Carol* or *David Copperfield*, for example), what message did Dickens convey in them?
(2) In your own words, briefly describe what Dickens observed in Lowell.
(3) How does Dickens' opinion of Lowell agree or disagree with your hypotheses about industrialization?

When the Dickens source has been evaluated, distribute Activity Sheet 2, "Lowell: The Planned Industrial City."

STUDENT ACTIVITY SHEET 2

Case Study of Lowell, Massachusetts: The Planned Industrial City

The Industrial Revolution Comes to America

Formed in 1826 by the purchase of farmland from the town of Chelmsford, Lowell, Massachusetts was consciously designed to be a model "Industrial City." Named for Francis Cabot Lowell, the new city memorialized the wealthy Boston entrepreneur and humanitarian.

Some years before, Francis Cabot Lowell had traveled to England, supposedly for his failing health. The real reason for his journey was to observe English textile factories and to memorize textile machine construction, a jealously guarded secret. The machine which interested him most was a power-driven loom. This machine could weave yarn into finished cloth and, unlike most of the other English textile machines, it was not yet in use in the United States. If Lowell could construct such a machine from memory upon his return to America, the final step in the water power-driven manufacture of textiles in the United States would be complete. No longer would factory-spun yarn have to be woven on hand looms, for by 1812 hand loom weaving could no longer keep up with the production of machine-made yarn.

Shortly after Mr. Lowell's return from England, the War of 1812 began. During this second and final conflict with England, goods (including textiles) normally imported from England were embargoed and thus unavailable. This fact made Lowell's mission even more critical to America's future industrial independence.

After raising capital from a group of merchants, Lowell immediately set to work building a power loom. Working with skilled mechanic Paul Moody in a rented Boston loft, Lowell labored for many months before allowing one of the investors, Nathan Appleton, to view the completed loom. Some years later, Appleton wrote, "I well recollect the state of admiration and satisfaction with which we sat by the hour, watching the beautiful movement of this new and wonderful machine, destined as it evidently was, to change the character of all textile industry."*

Building the first power-driven loom in America would have been enough to make Lowell famous. But he did more than that. Now that he could manufacture all the machines to process textiles, Lowell pondered the most efficient means of organizing his manufacturing plant. His solution to this was the revolutionary idea of placing all the various processes for textile manufacture in one large building. Not even the English, who had been using power-driven machines for fifty years, had thought of this. The idea—called vertical integration—was both efficient and practical. His new concern, the Boston Manufacturing Company, in Waltham, Massachusetts, quickly prospered.

The Merrimack Versus the Blackstone

With the success of the Waltham operation, Mr. Lowell's Boston Associates began looking north to the Merrimack River for expanding textile opportunities. Location of the new site was not an accident. Here the Concord and Merrimack Rivers meet and there is a waterfall of over thirty feet—more than enough power for the "City of Spindles" Lowell was to become. A canal system had already been started; the Boston Associates bought the bankrupt Pawtucket Canal. Eventually the powerful Locks and Canal Company would control water power on six Lowell canals totaling 5.6 miles of waterway through the city.

By 1826 then, two conditions for industrial expansion had been met on the Merrimack. Investors provided sufficient capital for development and the river location of the model "Industrial City" provided an excess of water power and a means of transportation. Still needed, however, was a labor force.

Recruiting a labor force in the early nineteenth century was no easy undertaking. The population of the United States was small, yet to be swollen by large-scale immigra-

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*Nathan Appleton. *Introduction of the Power Loom and Origin of Lowell*. Lowell: 1858, p. 13.

tion. Most Americans worked as farmers or independent artisans; factory work seemed stifling and repressive to those used to the freedom and self-reliance of individual enterprise.

Investors in the new city could look south to existing mills in Rhode Island and observe one system of labor in use there. These mills along the Blackstone River were modeled on the inventiveness and philosophy of the English immigrant Samuel Slater. Slater, a one-time apprentice in an English textile mill, had memorized designs of several textile machines. Discouraged by law from leaving England because of his expertise, Slater disguised himself as a farmer and left anyway. Here he successfully reproduced the machines from memory, lacking only the power loom. Soon his mills on the Blackstone were producing large quantities of cotton yarn ready to be woven into cloth.

Slater's philosophy toward his workers was patterned after his own experiences in England. At first he used children almost exclusively in his mills. As production increased, he ran short of local youngsters and began to recruit entire families from all over New England, contracting them to live in "company towns" near the mills. This Family System, as it came to be called, solved to some extent the labor shortage in the mills of southern New England.

Today we may think it scandalous that child labor was encouraged by both factory owners and parents. However, from the mill owners' point of view, work in the early mills was slow and easy, and children would not have to be paid nearly as much as adults. As far as the parents were concerned, children on farms worked from sunup to sundown, generally not attending school regularly. So, if the rocky New England soil was about "played out" anyway, why not move to the Blackstone mills and perhaps raise the family's standard of living? Besides, many farmers were already skilled weavers and they could continue their work in or near the mill.

Lowell's Boston Associates observed the Family System on the Blackstone and noted a number of its disadvantages. The mills were built mostly of stone with small windows; they were cold in winter and hot in summer. Poorly ventilated, the air laden with cotton dust, they were a source of respiratory disease for anyone who had spent several years on the job. Families did not receive cash wages. Because of a chronic shortage of currency at that time, workers were paid in "scrip," a form of private money redeemable in food and merchandise only at the mill store. Larger families soon discovered that after they paid their rent and food bills, little scrip remained. Overseers enforced strict discipline in the mills and those who did not produce as promised in their contracts were fired. Finally, the Boston Associates observed that using families as a permanent labor force might not be as humane or as profitable as employing temporary workers for jobs requiring little skill.

The Boardinghouse System

Although Francis Cabot Lowell was dead by 1826, his Boston Associates remembered him as a humanitarian. They wished to establish in Lowell a system of labor that would be both profitable and humane. (Besides, their initial efforts to recruit local farmers had failed.)

Their solution to the chronic labor shortage was the Boardinghouse System. Instead of recruiting entire families, the mill owners sent special agents into northern New England to convince farmers to send their older daughters to the Lowell mills.

The agents faced a difficult task. The Yankee farmers had heard of the evils of mill life in England and feared for their daughters' health and morals. But for every argument the farmers had against sending their daughters, the agents produced a counter-argument.

Girls would be housed dormitory-style in corporation boardinghouses where older, motherly women would prepare meals and strictly supervise behavior. Mills built of brick were to be clean and well-lit. The pace of work was said to be slow; some girls might even read while tending machines. Carefully selected overseers would insure upright moral behavior on the job. Provision for cultural opportunities such as guest lecturers and a library for each boardinghouse would be made.

Perhaps the clinching argument, however, was that good wages would be paid in cash. In an economy chronically short of cash, any currency that could be sent home produced a powerful inducement for thrifty Yankee farmers to send their daughters to the mills on the Merrimack. Wages would average two to three dollars per week with one and a half dollars deducted for meals and lodging. No other jobs for women paid as much.

What evidence exists that these promises were kept? The answer depends upon two factors: the period in which conditions were observed and the bias of the observer. In the 1830's and most of the 40's, mill life in Lowell was probably more attractive than in most industrial cities. Lowell's reputatation as a leading cotton textile center where workers were treated humanely spread; the account of Charles Dickens infers this. Yet we know that compared to the brutally deplorable mill conditions in England at that time, Lowell must have seemed a paradise to the crusading English novelist.

Another observer, an American labor reformer, had this to say about Lowell and Manchester, New Hampshire (another boardinghouse town) in 1846:

> In Lowell live between seven and eight thousand young women . . .
>
> The operatives work thirteen hours a day in the summer time, and from daylight to dark in the winter. At half past four in the morning the factory bell rings, and at five the girls must be in the mills . . . At seven the girls are allowed thirty minutes for breakfast, and at noon thirty minutes more for dinner . . . But within this time they must hurry to their boardinghouses and return to the factory, and that through the hot sun, or the rain and cold. A meal eaten under such circumstances must be quite unfavorable to digestion and health, as any medical man will inform us. At seven o'clock in the evening the factory bell sounds the close of the day's work . . .
>
> Now let us examine the nature of the labor itself, and the conditions under which it is performed. Enter with us into the large rooms, when the looms are at work. The largest that we saw is the Amoskeag Mills at Manchester. It is four hundred feet long, and about seventy,

broad; there are five hundred looms, and twenty-one thousand spindles in it. The din and clatter of these five hundred looms under full operation struck us on first entering as something frightful and infernal, for it seemed such an atrocious violation of one of the faculties of the human soul, the sense of hearing. After a while we became somewhat inured to it, and by speaking quite close to the ear of an operative and quite loud, we could hold a conversation, and make the inquiries we wished.

The girls attend upon an average three looms; many attend four, but this requires a very active person, and the most unremitting care . . . The atmosphere of such a room cannot of course be pure; on the contrary it is charged with cotton filaments and dust, which, we were told, are very injurious to the lungs . . .

The young women sleep upon an average six to a room; three beds to a room. There is no privacy, no retirement here; it is almost impossible to read or write alone, as the parlor is full and so many sleep in the same chamber. A young woman remarked to us, that if she had a letter to write, she did it on the head of a handbox, sitting on a trunk, as there was not space for a table . . .*

Ethnic Diversity in "Spindle City"

The primary sources previously quoted date from the 1840's. Within only five years or so, an observer would have described a city quite changed from before. For by the end of the decade, large numbers of Irish immigrants were arriving in America, driven from their homeland by the "Potato Famine." (Some Irish were already in Lowell, having helped to construct the early roads and canals.) When the Irish poured into Lowell, the chronic labor shortage ended and mill owners found they could cut wages, speed up the pace of work, and still turn away job seekers.

The Harbinger, Nov. 14, 1846. Quoted in John R. Commons, *A Documentary of American Industrial Society*, Vol. VII (Glendale, Calif: Arthur H. Clark Co.) pp. 132–35.

As the New England mill girls saw their wages cut and then cut again, they tended to blame the Irish for their misfortunes. Some mill girls refused to work beside them; others quit because of low wages or better opportunities elsewhere. Despite growing Irish control over jobs and politics in Lowell, wages and working conditions continued to decline.

Soon other immigrant groups came to Lowell to compete for jobs in the mills. French-Canadians from Quebec began arriving in Lowell and other New England mill towns in the 1840's and '50's. Unlike most other immigrants, few intended to remain in America. Having heard of high wages paid for mill work, the French wanted to save enough money so that they could return home and buy land. What they had not been told was that living expenses would absorb nearly all their wages. If their families were large, outgo would exceed income. Thus, no matter how hard they worked, returning home to enjoy landowner status became for most an impossible dream. Trapped in mill towns by debt and poverty, the French-Canadians struggled to better themselves, while carefully preserving their language and religion in self-contained "Little Canadas."

Following the Irish and French-Canadian migrations to Lowell came the Greeks. They began arriving in 1891, driven by grinding poverty and periodic strife in the Turkish-controlled eastern Mediterranean. Initially, the Greeks took the most menial, unskilled mill jobs at three or four dollars a week. Mill owners found the Greeks to be steady, sober workers. As the Greek community grew, their economic status improved. The Greeks, too, tended to cluster together. They built their own schools and a large Greek Orthodox church.

By the early 1900's more than 40 nationalities were represented in Lowell. Three groups, however, made up most of the population and competed fiercely for jobs and power. The Irish controlled Lowell politics and supervisory jobs in the mills, while the French-Canadians and the growing Greek community competed for lower-status, lower-paid mill work.

This competition was sharpened by the economic decline of "Spindle City." Competition within the textile industry had been keen for many years. As unions grew in strength and wages rose, mill owners discovered that they could relocate their operations in the South, closer to their source of raw cotton and a cheap, non-union labor supply. By 1900, this relocation of American textile manufacturing and the decline of the northern mill towns was well under way. Only the immigrants still flooding into northern towns and cities seemed largely unaware of this change.

Lowell, then, was fairly typical of northern mill towns in the late nineteenth and early twentieth centuries. As the mills moved south, increasing numbers of immigrants competed for a declining number of manufacturing jobs. Working and living conditions also declined; Lowell's boardinghouses, once the pride of the Boston Associates, were divided into tenements for immigrant families. Mill owners no longer maintained their factories as carefully as before. When former mill worker Harriet Robinson visited Lowell mills near the turn of the century, she observed female workers "of the land of Dante, of Thomas Moore, of Racine, and of Goethe." To Robinson, then in her seventies, these women had "an underfed, prematurely old look," and "a tired hopelessness about them . . . not often found among the early mill girls." From mills with fresh air and flowers in the windows, according to some observers, the classic sweatshop had evolved.

By the 1920's then, Lowell had passed through several developmental stages of rise and decline:

a. The mill owners planned and built the city believing that they could completely control it.

b. As the mills and the city grew, the population became so large that mill owners could no longer rule them directly.

c. Though the mills began to decline, the population continued to grow and became more diverse.

d. The decline of the mills brought about divisiveness among various economic and ethnic groups in the city.

e. Until recent years, mill decline and economic/ethnic divisiveness resulted in social and economic decay.*

By 1924 severe restrictions on immigration stopped most

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*J. Coolidge, *Mill and Mansion.* Found in Lowell Model Cities, *The River and its City: An Outline of The History of Lowell, Ma.*, Lowell, Ma. Chamber of Commerce, 1974, p. 50.

foreign workers from coming to Lowell. This did nothing, however, to prevent the decline of the textile industry in the North. Related industries, such as shoe manufacturing, also moved south or declined altogether. The Depression of the 1930's only worsened this decline. Too late, the northern mill towns tried, and in many cases failed, to diversify their industrial base—Lowell, until recent years, was one of these cities.

Following temporary prosperity during World War II, Lowell once again seemed unable to revive its faltering economy. Today, a growing black and Hispanic community faces many of the problems of earlier immigrants. Although these two groups have the assistance of state and federal human services never dreamed of by nineteenth century Irish, French-Canadians or Greeks, they have to deal with the equally monstrous problems of prejudice, chronic unemployment, and a deteriorating industrial base.

To Save a City

Today the people of Lowell are attempting to revive and restructure their city. From leading city officials to grass-roots ethnic and cultural groups, many Lowellians are involved in:

a. trying to broaden the industrial base of the city to alleviate an unemployment rate hovering at 10% or more;

b. refurbishing the depressed central city as a business and commercial hub;

c. restoring and maintaining mills, boardinghouses, locks and canals as a priceless landmark to the heritage of Lowell's leadership in the Industrial Revolution;

d. fostering a multi-ethnic unity to achieve common goals.

Many of the historic sites and waterways will be included in a Heritage State Park now under development and in a proposed Urban National Cultural Park, the latter concept new to the National Parks idea. Alongside the preservation of America's wilderness areas may eventually come the recognition that America's cities are also unique and have a precious legacy that is worth saving.

Refer back to your set of hypotheses about industrialization. What data in the Lowell case study support any of your hypotheses? What data might force you to revise or to drop any of your hypotheses? Which ones? What specific facts did you discover that make you feel this way? Do you think this would be true of all cities and people experiencing industrialization? What makes you think so?

Test your hypotheses as a discussion topic or a writing activity.

A major part of the history of Lowell, New York, Detroit or, in fact, of almost any American city, ultimately includes ethnic diversity. Cities were the destination of millions of immigrants, a factor well-developed in Novotny's *Strangers at the Door,* Doctorow's *Ragtime,* and Conot's *American Odyssey.*

Because of its mature content, teachers may wish to use only certain selections from *Ragtime* to meet thematic objectives. Particularly recommended for a study of ethnic diversity in New York are pages 13-17.

A book for more advanced students, *American Odyssey* contains useful ethnic materials in Chapters 3, 28, 29, and 36 and in sections XIV and XV in the "Epilogue and Prologue" on pages 857-66.

(4) Research

Plan a walking tour of your city or neighborhood. Look for evidence of ethnic diversity in architecture, names of streets, businesses, schools and the people you observe. Perhaps you will find evidence of only one ethnic group. Make a list of your observations and share it with others. Check this evidence against your original hypotheses about industrialization.

When some students have completed their walking tours, discuss:

a. What evidence did you find of one or more ethnic groups?

b. If you found evidence of only one group, why do you think there is only one group living there? Were any other ethnic groups living there at another time? If so, where did they go?

c. Based on the data you have gathered, what effect do you think ethnic groups have had on your city?

d. How does the data you gathered in a walking tour agree or disagree with your original hypotheses about industrialization?

Two readings, *50 Great American Short Stories* and *Buying* contain stories which reveal urban values. Particularly recommended are: John Updike's "The Lucid Eye in Silver Town" and George Ade's "Effie Whittlesy" from the former, and Dorothy Parker's "The Lovely Leave," excerpted in the latter.

Students reading one or more of these stories may consider:

a. What values do the urban characters Quin, Mrs. Wallace, and the Lieutenant's wife have regarding people, possessions, and success?

b. Are there elements of fakery or pretense in their values?

c. Do you think the city affected their values or would they have been like that no matter where they lived?

d. How do the values of Effie Whittlesy and Mr. Wallace conflict with those of Mrs. Wallace? Why?

e. What is the symbolism of "Silver Town" in Updike's title?

f. If you have ever read some short stories by O. Henry, for example, what positive urban values does O. Henry or another urban white writer reflect as contrasting to those discussed in item "e"?

g. Did any of your original hypotheses about industrialization consider urban values or values conflicts in a changing society?

Culminating Activities: The City

A major objective of the Lowell case study or reading about Detroit *(American Odyssey)* or New York *(Ragtime)* is to encourage students to make comparisons between these cities and their own (or a nearby) community. What conditions in the history of Lowell, Detroit, or New York are similar to their own? Which are different? What importance does the city have in their lives? Are students prepared, at this point, to accept, revise or change their original hypotheses about industrialization?

(5) Research

Now that you have completed the case study of Lowell, selections from *American Odyssey* or *Ragtime*, observe your own, or a nearby urban community. After reviewing factors which were important in the development of Lowell, Detroit, or New York, use or refine one of your original hypotheses on industrialization, which may serve as a guide for comparing and contrasting your community with others. Test your hypotheses by gathering data from your community and by using the Lowell case study or data on other representative cities.

(6) Research
Collect primary sources on your community's history, perhaps focusing on a period that has not been well-documented. You may consider taping oral histories for deposit in town or school library, photographing historic sites, collecting local artifacts or memorabilia, or even assembling a "time capsule" for deposit in a library or the cornerstone of a new building.

Immigration

Cities in America grew spectacularly in the nineteenth century. By 1900 Thomas Jefferson's agrarian ideal was fast disappearing; for the first time more Americans lived in cities than on farms.

A major reason for this spectacular urban growth was immigration. From the beginning we were a "nation of immigrants," but before 1840 new Americans arrived in smaller numbers, mostly from England or Scotland, and they spread themselves throughout the land.

All this changed as the Irish fled starvation in their homeland. They were the lucky ones; millions died in Ireland from the failure of the potato crop. Though they suffered the hardships and discrimination of later immigrants, the arrival of the Irish in the 1840's came at a time of great industrial expansion. Too poor for the most part to buy land in the west, the Irish first settled in nearby cities and took jobs in factories, as household servants, or on railroads and canals. The Irish and the other immigrants who followed provided the muscle, the strength for American industry.

Students should be familiar with the general perils of the ocean crossing and the problems of "making it" in America. An excellent description of the crossing is found in *American Odyssey*. Unknown to most, however, was a "middle passage" —a period between the ocean voyage and life in the new land. This "middle passage" was the immigrant processing station. The best known station was Ellis Island, New York.

At Ellis Island and other stations, immigrants had to pass medical examinations and answer many questions asked by immigration officials. Unless these last, dreaded hurdles were cleared successfully, immigrants could be summarily deported.

Stations like Ellis Island were the final test of their right to enter America.

Through role-playing, students will learn of immigration processing procedures and immigration laws in the early 1900's. This activity is structured so that some, or all, of a given class may participate. Those given leading "roles" should be familiar with Parts I, III, and IV of *Strangers at the Door.* Other students will play their roles more realistically if they are *not* aware of this material.

A simulation of immigration procedures at Ellis Island can challenge students to read for detail and to apply knowledge gained from the reading. More able students may research these procedures from additional source materials and serve as Assistant Commissioners of Immigration in Registry Hall and Inspectors or a stenographer on a Board of Special Inquiry. Students who are reading other titles may participate as newly arrived immigrants. In actuality, few newly arrived immigrants were well-informed about these processing procedures.

Prior to this activity, if there is someone in the community who emigrated to the United States through Ellis Island, invite them to speak to the class regarding their experience.

This role-playing activity is in two parts: a simulation of the procedures in Registry Hall, through which all on Ellis Island had to pass; and a simulation of a hearing before a Board of Special Inquiry, held after persons had been detained in Registry Hall for possible violations of U.S. immigration laws. Teachers may opt for one or both parts; no more than two class days need be devoted to actual role-playing.

Parts should be given out one to three days in advance so that the Assistant Commissioners, inspectors, and stenographer can review appropriate parts of *Strangers at the Door* and examine additional source materials, if desired. Emphasize that students need to know about the alien registration procedures and immigration laws of the early 1900's.

Recording this oral activity on tape or videotape will permit teachers and students to preserve the results of careful preparation.

Teachers may review the following material in preparation for the simulation.

Roles for Registry Hall

3	Assistant Commissioners of Immigration, observers who make judgments and rulings on procedural and legal accuracy.

2 U.S. Public Health Service Doctors to observe and inspect immigrants for illnesses or deformities according to the law at that time.

2–5 Interpreters—optional, but very effective roles in a bilingual community.

3 Immigration Officials who will question each immigrant from information on the ships' manifest according to the law at that time.

2 Employees of the Money Exchange to change foreign money to U.S. currency.

2 Employees of a railroad to sell railway tickets to immigrants.

10–15 Immigrants—individuals and "families" who will be given situation cards as the role-play begins.

Roles for the Board of Special Inquiry Hearing

3 Inspectors for the Board of Special Inquiry to hear the cases of the detainees and decide by a 2 out of 3 vote whether or not they can enter the U.S., according to the law at that time.

1 Stenographer—an observer who is responsible for seeing that proper procedures are followed by both inspectors and immigrants.

1–2 Interpreters—optional, but very effective roles in a bilingual community.

5–15 Immigrants in groups of five—detainees who will be given situation cards as the role-play begins.

2–10 Witnesses for the detainees—friends or relatives of the detainees who will be given situation cards as the role-play begins.

Materials Needed

Large paper tags on string—to be filled in and worn by immigrants.

Large ball of twine or string—for dividing the classroom into three lines for Registry Hall.

Optional—old clothing and bundles for immigrants; blue coats and hats for various immigration officials.

If time allows have students divide into small groups and *research* and *design* the following materials:

(7) Detailed facsmile of a ship's manifest.
(8) Different types of imitation foreign and U.S. currency.
(9) Imitation railroad tickets.
(10) Exchange rates and the signs for Money Exchange. Fares of the period and railroad tickets.

(11) Badges for immigration officials and inspectors.
(12) Identification emblems for doctors and interpreters.
(13) Situation Cards for Registry Hall immigrants and Hearing immigrants and witnesses.

To initiate student action in the role-play, read the directions given below to the group.

(14) You are going to participate in a role-playing simulation of immigration procedures at Ellis Island about 1907. If you are to be an assistant commissioner, inspector, or stenographer, study Parts I, III, and IV of *Strangers at the Door.* Take notes on: information on immigration registration procedures and laws affecting these at that time. Review your notes with students who will role-play doctors and immigration officials. Remember that you represent the United States of America. You are not supposed to admit certain kinds of immigrants. These "certain kinds" are identified by law and you must be aware of these laws. If you play the role of a newly arrived immigrant, imagine that you do not speak English and know little or nothing about immigration procedures at Ellis Island. You have heard many rumors, however, about fellow countrymen who were sent back home by the immigration authorities after being on the very doorstep of America. This possibility makes you quite nervous and fearful as you begin your processing at Ellis Island.

Sample Situation Cards (others can be made by teachers and/or students)

Registry Hall Situation Card. You are a family of four named Moreno from Naples, Italy; mother, grandmother, boy of 12, girl of 11. Father works as a meat cutter in Chicago and is not at Ellis Island. You are going to travel by train to join him at 143 Front St. in Chicago. You are all in good health, but someone has stolen all your money as you left the ship. Now you may be labeled as "paupers" and could possibly be sent back to Italy. Answer all questions honestly. React to your situation *as if it were real.*

Board of Special Inquiry Situation Card. You are a family of five; mother, father, boy of 12, girl of 10, and an infant from Pinsk, Russia. Father is a tailor with relatives at 654 E. 145th Street in New York who will find a job for him. Your family has been detained because your 10 year old daughter has trachoma, a serious eye disease. She could be deported back to Russia alone. You must convince the inspectors to let all of you remain or, if this is not possible, who is to return to Russia? Please call witnesses on behalf of your family and react to your situation *as if it were real.*

Following the Ellis Island role-play are additional activities on immigration and ethnic diversity. These activities are flexible enough to be applicable to specific cities, geographic areas, or ethnic groups. Suggested books include *Strangers at the Door, American Odyssey,* and *The Octopus,* but any research materials of teachers' or students' choosing may be added.

Strangers at the Door and *American Odyssey* give thorough coverage to immigration. Those students who read these books should have an opportunity to share their learning with others. One device is the role-play at Ellis Island. An alternative, or reinforcing activity can be a panel discussion in which students who have read these books (especially *American Odyssey,* pages 45-50, 265-66, 285, 427-28) focus on questions such as:

a. What were the most common diseases on ships carrying immigrants? Their symptoms?

b. What conditions in the ships' steerage fostered outbreaks of these diseases?

c. By 1882 why were immigrants afraid of not being able to stay in America even after they stepped off the ship?

d. Until 1882 there were almost no restrictions on who could come to America. What restrictions were made in the Act to Regulate Immigration?

e. What was the first nationality to be specifically refused entrance as immigrants by U.S. law? Why do you think this group was singled out for discrimination?

f. By the early twentieth century, what groups in the United States favored restriction of immigration? Why?

g. What was the "Red Scare"? How did it affect immigration, especially at Ellis Island?

h. When immigration was severely restricted in 1921 and 1924, which nationalities were favored with high quotas? Why?

i. What can you tell others about our present immigration policy?

j. Conclude the panel by sharing information on immigration which might alter or add to original hypotheses on industrialization.

(15) Research

One factor leading to restriction of immigration was nativist sentiment in the United States. Nativism is a belief that the foreign-born are somehow racially or religiously inferior to the older American "stock." Form small groups; each group may research and take notes on one or more of the following nativist groups:

a. Know Nothing Party
b. Ku Klux Klan
c. Immigration Restriction League
d. Native Sons of the Golden West
e. American Protective Association

Strangers at the Door and *American Odyssey* are helpful beginning references. Both books have indices identifying data on some or all of these groups.

(16) Students who wish an activity-oriented overview of the entire immigration process might consider two other alternatives for achieving this objective. One would be a photo-essay on immigration in which students would take and develop black and white photos from books, ethnic neighborhoods, etc. and as a class or group project create a descriptive essay from the visuals. An option to this format might be a slide-tape or videotape.

Culminating Activities: Immigration

Your students may live in a community containing significant numbers of one or two ethnic groups. The remaining activities may be modified to reflect your community's ethnic past.*

(17) Alienation, the feeling of "not fitting in," was a serious social problem of immigrants in America. Students reading *Strangers at the Door* (pages 117-52)

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*Ethnic groups will be examined in more detail in the next unit.

and *American Odyssey* (pages 182-87, 291-94, 319-21) may form small discussion groups. Include some classmates who are reading other titles as part of your group, because the discussions are general enough to be shared with others. Consider:

a. What were the causes of immigrant alienation? Make a list of as many as you can.
b. In what ways did immigrants tend to react to their feelings of alienation?
c. How did this alienation create a "generation gap" between immigrants and their American-born children?
d. Do you feel alienated toward anything in your life today? Consider home, school, job or community.
e. If so, how do you react to your alienation?
f. What do you think can be done to lessen your feelings of alienation?

(18) Using *Strangers at the Door* and *The Octopus* as references, discover how many groups participated in the building of the first transcontinental railroad. Then point out how the railroads affected life in the city and on farms. Why did farmers, for example, single out railroads as the major object of their wrath in the late 19th century? Use your data to write a poem or short story.

(19) Research

Strangers at the Door says relatively little about forced or voluntary black migration to America. Research the black passage to America of slaves or free Negroes. Focus on particular groups or individuals. Compare their experiences to those of white indentured servants, concluding your paper with a statement relating this data to one of your original hypotheses on industrialization.

(20) Research

The Irish were the first non-English group to emigrate to the eastern United States in large numbers. Find primary sources describing conditions in Ireland in the 1840's. Edit the sources, if necessary, to make them both readable and accurate for other students' use. Share your sources with others or summarize them in an oral report. If you are reading *American Odyssey*, share your reading of pages 44-50 in an original report.

Working

Both native-born and immigrant Americans who came to live in American cities faced survival problems as severe as those faced by western pioneers. To survive, urban Americans had to find work. When they found it, a job could mean sixty hours a week at 8-12 dollars for hard, physical labor.

Review the information about working which has already been discussed in the sections on the city and immigration. Also review with the class the hypotheses on industrialization developed at the beginning of the unit. A chart similar to the one below may be helpful.

Activity or Subject	Information about Working
I. Case Study of Lowell	I.
II. Data on other cities	II.
III. Work in your town	III.
IV. Work often done by immigrants	IV.
V. Worker alienation	V.
VI. Work on American railroads	VI.

Older students may enjoy talking about jobs they have held, or their hopes of finding one. Encourage a sharing of work experiences by asking:

a. Why do people work?

b. Do you think that most people "work to live" or "live to work"?

c. How much do you value hard work?

d. Why did the Puritans and other immigrants, for example, believe in the value of hard work?

e. Because day-to-day survival is no longer a serious problem for most Americans, does this change the value placed on work?

f. What alternatives should we consider which may provide more jobs for those unable to find work?

Urban workers in the nineteenth and early twentieth centuries struggled for higher pay and better working conditions. They fought against tremendous odds. Employers could fire workers at will. Blacklists circulated from factory to factory barring troublesome employees from finding other jobs. Private "armies" of toughs often beat or intimidated striking workers. Wages for unskilled labor remained low due to competition from newly arrived immigrants, themselves desperate for work. Working and living conditions were largely determined by the whim of an employer whose primary corporate objective was to produce a profit.

Public opinion favored employers. The argument went that Americans were supposed to be self-reliant, rugged individuals who did not need unions; rugged self-reliant workers should be able to bargain with corporations for higher pay and better working conditions. And, if violence resulted from a dispute, employers had every right to demand that the courts, the police, and even troops be used to break a strike.

(21) The struggle for strong unions, which were not commonplace until the 1930's, is clearly reflected in "Solidarity Forever," a classic labor ballad still appearing in the AFL-CIO *Songbook*. Originally, this ballad, sung to the tune of "John Brown's Body," was a song of the Industrial Workers of the World (IWW). The IWW, formed in 1905 by radical and labor groups, proposed to create a single industrial union for all races, creeds and colors. Read or perhaps join in the singing of this old labor standard.

"Solidarity Forever" is found on pages 282-83 of John A. Scott's *The Ballad of America*.

Reinforcing this ballad and the two research activities which follow are selected readings from *American Odyssey* (pages 201-4, 436-53) and *Ragtime* (pages 137-46). The latter selection is a particularly moving narrative of the famous 1912 strike in the mills of Lawrence, Massachusetts.

After examining "Solidarity Forever," selections from *American Odyssey* or *Ragtime* encourage students to discuss:

a. What is the mood of the ballad? Why?

b. What advantages do unions offer workers, according to the ballad?

c. Who or what is "they" in the second stanza?

d. To what kinds of workers is the ballad appealing?

e. What grievances of the workers are described in the ballad?

f. Why do you think this ballad is still included in the AFL-CIO *Songbook*?

g. What kinds of data in *American Odyssey* or *Ragtime* support or refute information in "Solidarity Forever"?

(22) Research

"Solidarity Forever" was written by a member of the International Workers of the World (IWW), a union of radical and labor groups formed in 1905. Find out more about the IWW and compare its involvement in industrial violence with that of less radical unions in the early twentieth century. Conclude your study by drawing conclusions as to why the IWW became discredited by the American public and why the AFL, for example, was eventually accepted by public opinion.

(23) Research

Choose any major strike of the late nineteenth or early twentieth century and describe the "spark" that caused it. Include: leadership on both sides; worker, management, government, and public reaction to the strike; and the strike's outcome. Relate your data to the further refinement of some of your initial hypotheses on industrialization.

The strong and generally successful push toward organizing labor posited certain deeply held, characteristic beliefs on both sides. On one hand, management tended to staunchly support the concept of Social Darwinism. On the other, labor continually sought a basis for measuring the value of work that would hold true for even the most menial or mechanical tasks. The following readings focus on working in industrial America. Norris' classic novel about wheat farmers in California's San Joaquin Valley, *The Octopus*, bitterly tells about the destruction of the fruits of hard work by forces beyond the control of the worker. *Buying* illustrates the history of the consumer spending habits over the last fifty years, noting the changes in these habits and the forces which influence why and what we buy. *American Odyssey* traces the changes in working from the demand for individual skill in the early crafts to the mindless, but increasingly better paid, assembly line work of the twentieth century. Finally, "A Mother's Tale" is a shattering account of sheep consigned to slaughter, told, of course, from the point of view of the sheep. The next group of activities focuses primarily on these sources.

(24) Research

The Octopus shows the interplay of natural and industrial forces; Frank Norris was the first one to bring naturalism to American literature. Ask a student to find information about Darwin's *Descent of Man*. It was published in the last part of the nineteenth century but did not gain critical recognition until the early twentieth century. Ask a second student to gather information about naturalism as a splinter of the realistic style of writing. What particular details distinguish naturalism?

(25) Research
S. Behrman, the "heavy" in *The Octopus*, or Henry Ford, in *American Odyssey*, would have agreed with the theories of Charles Darwin. Summarize Darwin's hypotheses about the origins of mankind. Explain how many people in the nineteenth and early twentieth century used Darwin's theories to explain differences in race, social class, and income. How is S. Behrman or Henry Ford an example of "Social Darwinism"? Does their character fit any of your original hypotheses on industrialization?

(26) Research
When you understand the meaning and application of Social Darwinism to the "Gilded Age" in America, locate examples, applications, or pictures which reflect this belief. You might begin by examining late nineteenth century residential architecture. Conclude by relating data to some of your original hypotheses on industrialization.

(27) Research
Norris' use of the octopus as the title for his novel is a powerful metaphor. Visualize this metaphor by constructing a large drawing of an octopus for a wall or bulletin board. Use red or other hot-colored tentacles to label various grievances farmers held against railroads. Some tentacles perhaps cut from cool, soothing colors, might label the advantages railroads offered. Remember, you are using the metaphor of the octopus to express some complex concepts, but the results can be dramatic and rewarding.

(28) In an essay, compare the treatment of railroads in James Agee's "A Mother's Tale" in *50 Great American Short Stories* with that of Frank Norris in *The Octopus* or Robert Conot in *American Odyssey*. Summarize your essay by hypothesizing why railroads were singled out as examples of big business abuse in the Gilded Age.

Getting a job and keeping it has been a driving thrust of workers throughout our history. It is a major consideration in *Strangers at the Door, American Odyssey* and *Ragtime* and an indirect concern in nearly all the unit readings.

The next group of activities brings the theme of working to the present and reflects today's concern for developing career consciousness in young people. Various strategies are suggested below for awakening or reinforcing student awareness of career education.

(29) List five possible careers that you might wish to pursue. Be realistic in at least three of your choices; perhaps dream a little in the others. Then see your guidance counselor for projected information on employment in these careers five years from now. Based on this data, note any changes you may wish to make in your career choices.

(30) See your guidance counselor and take the Kuder Occupational Preference Inventory or another similar inventory. When you have determined where your career interests lie according to the inventory, compare this new data to your earlier five career choices. See how many other students you can persuade to take the Kuder or other career interest inventory. Share your findings with others.

(31) Research

Women and minorities are discriminated against in some jobs. Use the library to locate data to support this hypothesis. Look for:

a. comparative salaries of white men, women, and minorities;
b. methods used to discriminate in hiring, firing, and promotion;
c. recent laws and court decisions which made job discrimination illegal; and
d. what you can do if you are discriminated against in employment because of race, creed, sex, or national origin.

(32) Research

See your guidance counselor and find out:

a. what jobs are likely to be scarce in the future;
b. current or new careers which may offer good future career opportunities.

Present this information to the class.

(33) Write a short essay discussing both

- a. the role of the parent, teacher, and community in preparing young people for careers; and
- b. the role of the student in preparing for his/her future.

Activity 33 lends itself to a class discussion as well.

American workers have always been among the most productive in the world. America's industrial output has become a universal symbol of American technology and know-how. Ask students to look through books and magazines or to sketch products that they feel symbolize a particular decade or era in the twentieth century, perhaps a Model T Ford for the Twenties or a trash compactor for the Seventies. Some good suggestions are found in *Buying* and *American Odyssey.* Assemble as many illustrations as possible on oaktag or a bulletin board. Let students decide what dates to place on each visual, and discuss how each is symbolic of its time.

In *Buying,* Gutman conceptualizes reasons for changes in consumer spending habits from the 1920's to the present. These changes can be briefly summarized in class. A discussion could then include:

a. What changes in jobs and technology made mass purchasing of consumer goods possible by the 1920's? What were some of these new products of the '20's? What was buying "things" a substitute for?

b. What does Gutman mean by "FDR saved the power to buy" in the 1930's? How did he do this? Was he able to save this power for everyone? What would you do if you could not "buy"—ever?

c. According to Gutman and others, what was the effect of World War II on buying? What limitations on buying did war bring?

d. What have been the advantages and disadvantages of shopping plazas from the late '40's to the shopping malls of the '70's? What is their impact on cities, suburbs, transportation, and consumer spending?

e. Why do you think people are attracted to products labeled "Do It Yourself"?

f. What does the term "conspicuous consumption" mean? How does it relate to buying? What products are examples of conspicuous consumption? Do you ever buy for this reason?

(34) In the 1960's, according to Gutman, we bought for comfort. Even the air conditioner was considered a necessity because it increased our comfort and there-

fore our productivity. Buildings began to be designed without windows that open. We incorporated technology into the organization of the day. Write an essay in which you use ideas like the ones above to discuss possible excesses of the 1960's. You can be serious or funny—call your essay "Comfort, Inc." or "Buy, Buy, American Pie."

Working-buying-success are closely linked. We work to be able to buy and our success is often measured by our work and the possessions we own. If you ask people to describe the "American Dream," they may equate it with cliches like "rags to riches," "getting rich quick" or "becoming successful"—which usually means growing rich.

A discussion of success can draw from several book texts.

a. How was success defined by immigrants? By nineteenth century industrialists? By women before and after "women's liberation"? By a young worker in Harvey Swados' "On The Line" from *Buying*?

b. What are three ways in which one might define "success"? What is meant by the "American Dream"?

c. In "The Fiddler" by Herman Melville In *50 Great American Short Stories*, the author saw in American life the struggle for success. What particular kind of success did the narrator struggle after? What bitter disappointment did he suffer at the beginning of the story? How did his decision to become a fiddler reflect his intense desire to achieve success?

(35) Write an informal paper describing one or more of the following historical or fictional figures who have strived to maintain or to achieve the "American Dream" of success: 1. Henry Ford 2. Albert Einstein 3. Jay Gatsby 4. Willy Loman 5. Richard Nixon 6. Horatio Alger. Conclude your paper by relating your information to some of your original hypotheses on industrialization.

Culminating Activities: Working

(36) Conduct a symposium of working men and women in your community. Find out what kind of work they do, how they got their jobs and whether their jobs satisfy them.

(37) Use modified assembly line techniques to construct a three-sided display for the classroom. If parts are precut, it can be assembled in about two class periods,

by three small assembly teams, either in a classroom or an industrial arts area. Cost of materials need not exceed $10.00.

Modified Assembly Line Plan

Materials and plans for a display to be constructed by using assembly line techniques.

1. Precut 3 3′x6′ pieces, 6 support braces 1″x2″x6¾′, 6 support braces 1″x2″x3′.
2. Arrange in order of need: nails (1¼ Galrite Grip-Rite), 5 hammers, a measuring instrument, 6 hinges, support braces, a saw, a plane, the three large pieces of board.
3. Consult with the Industrial Arts Department (if there is one) for advice about step-by-step assembling of parts. It is ideal to get advice from students who have special talents in this area.

Have about five students work at one time. Group I should set up the materials. Group II should study the plans and oversee the construction. Group III should do the carpentry. This activity need not involve the entire group. If interest in construction runs high, the class may decide to construct a second display.

Futuristics

Throughout most of the industrial period of our history, there was an abundance of raw material and energy. No one really envisioned the possibility of severe chronic shortages. In addition, industries, no matter how large, were generally regulated by the laws of the country where their main business was conducted. But with computer technology, improved communications, and the coordination of resources, there has been a substantial rise in the competition for the world's resources; at the same time there has been a rise in the type of corporation that economists call *multinational*—a corporation whose interests are so far-flung that it does business in several countries. Very often, the laws that regulate the way the home office does business do not apply the same way in other countries, and these corporations use the differences to maximize their profits.

As more and more nations, and more and more corporations, become involved in this process of superindustrialization, it is easy to see that the use of raw materials will not always proceed most efficiently or sensibly. Business considerations and political ones often clash. Ecological questions with serious, world-threatening consequences arise, as do social problems which never existed before. Suddenly there arises a threat of a world-wide disaster for which there has never been a name. *Depression* is no longer sufficient to describe it. It is what Alvin Toffler calls an *eco-spasm*.

An eco-spasm is what can happen, on a world-wide scale, when events combine to create an economic disaster so great that it automatically involves ecological, political, military and social considerations as well. It can happen when the coordination of multinational interests is so lacking that too many are in conflict.

In recent years, the need to confront this problem has created a new concept—*futuristics*. Alvin Toffler, and other *futurists*, have begun to project *scenarios* to dramatize what can happen if the world ignores these problems, and other scenarios to show the kinds of thinking which will help the world survive. Chapter 6 of *The Eco-Spasm Report* is a good example of a destructive scenario, while Chapter 8 contains transitional strategies for avoiding an eco-spasm.

Learning about futuristics is an extremely effective way of tying together the major themes of industrial America. The activities which follow bring out the most positive aspects of industrialization for the potential of the future, as well as its most chronic inadequacies in the past. They touch on the economic, political, ecological, social and military ramifications of industrialization and provide motivation for students with a broad and divergent range of interests.

The futuristics study can be a culminating activity for the class as a whole, or it can be assigned to a smaller group. The "Eco-Spasm Scenario Game" lends itself to class activity; if a small-group activity is desired, the same activities can be reworked into a simpler display or panel discussion. Two class periods may be needed for the latter.

STUDENT ACTIVITY SHEET 3

The "Eco-Spasm Scenario Game"

The "Eco-Spasm Scenario Game" is a culminating activity for futuristics. It can be played by the whole class, or by a smaller group, but at least eight or nine players are needed.

The intention of the game is to show the way we have arrived at our inefficient, haphazard and contradictory way of using the world's resources today, and to show how we might work out plans for using them more sensibly.

Six of the players take the following parts:

1. *The United States of America* (USA): Imports raw materials, goods; exports technology, goods, food, money, and military power.
2. *Another Major World Power* (MWP): Same as above. At the beginning of the game assume that this country does not import material and goods from the same countries as the U.S.A. The major power needn't always be the same.
3. *A Developing Country* (DC): A source of raw materials and cheap labor. Needs investment (money), technology, a rise in living conditions.
4. *A Multinational Corporation* (MNC): For purposes of the game, the multinational corporation can manufacture *anything anywhere,* as long as it makes a profit.
5. *An International Bank* (IB): For purposes of the game, the international bank can lend or borrow money or gold *anywhere, anytime,* as long as it makes a profit.
6. *An International Labor Union* (ILU): For purposes of the game, this union represents the interests of *all* workers *everywhere.*

If the "Eco-Spasm Scenario Game" is used as a culminating activity for the class, the above players may be teams.

In addition to the six conflicting interests above, there are four experts:

1. *An Ecologist:* The ecologist can advise the players above on any problem involving the world's resources.
2. *An Economist:* The economist can advise the players on all problems involving money.
3. *A Technologist:* For purposes of the game, the technologist can invent anything at any time, However, it may take time to perfect this invention.
4. *An Agrarian:* For purposes of the game, the agrarian can grow any kind of crop anywhere and advise on all problems of land use. However, it may take time to develop the right crop.

If the game is used as a class activity, the above may be teams, rather than individual players.

Once the teams are selected, five or more problems are chosen at random from the list below (they may be copied onto index cards). As each problem is chosen, the players try to work out a solution. Each player or team should be careful to defend its own interests.

It is easy to see that as each new problem is added to the ones before, conflicts arise: the solution to one problem may undo the solution to one that came before. When this happens, the problem that has been "solved" is put back into play. If there is no way to solve all the problems, or if too much time goes by without a solution, any one of the experts may call it an eco-spasm.

When an expert calls eco-spasm, problem-solving activity halts. The expert must point out the ways in which the solutions of the players are inadequate. All the other experts may be brought in to comment. The players may wish to record this as a disaster scenario.

After the experts have described the eco-spasm, all of the players and all of the experts consult each other. One way to do this is for the players to form a ring. All of the chosen problems are then considered at the same time. Now, each player or team should think constructively about what it can contribute to the group as a whole. Compromises can be made; new sources of energy and raw materials can be invented; new foods can be invented and crops planted if and when necessary; new inventions can be perfected and sources of labor found to manufacture them. Agencies may be created to regulate and coordinate anything. The idea is to be imaginative, constructive, cooperative, and creative.

When the players and the experts are satisfied with their solutions, these solutions may be recorded as transition strategies. The game is then complete.

This game may be played as many times as desired, simply by selecting a different set of problems each time. Here is a list of sample problems:

Problem 1: There has been a severe crop failure in an overpopulated country. This is leading to a famine; as many as a million people are threatened with death. A major power is willing to send food, but the people of that country are worried that this will cause a sharp rise in food prices.

The union threatens to strike rather than to load the ships.

Problem 2: Two small countries have argued about their common border for years. Now a regime in one of the countries has come to power, in part, by promising to reclaim lost territory. The United States is bound by a treaty to defend one of these countries. Another major world power has a treaty with the other. If there is a war, it threatens to escalate into a much larger conflict.

Problem 3: There has been the first "national smog" in the United States—a huge cloud that has killed thousands of people. A law has been passed to phase out the internal combustion engine in five years, and a five year moratorium on automobile production has been declared. None may be imported, either. There is a massive, emergency need for alternative employment in the automobile-producing nations.

Problem 4: A major power has sold off a vast amount of gold. This has lowered the world price of gold substantially and is threatening to upset much of the world's economy. The international bank and multinational corporation are pressuring the United States to retaliate in some way. Relations between the United States and the major powers have been good up to now.

Problem 5: World inflation has led to the threat of the first world general strike of *all* workers *everywhere.* This would cost the world economy literally billions and lead to shortages everywhere. The multinational corporation is pressuring the governments of the United States, the major power, and the developing nation to prevent this strike by whatever means necessary. The international bank threatens to pull its money out of all but the most secure investments it has made.

Problem 6: A small country that depends on its fishing banks has claimed that her territory extends 200 miles offshore. A nearby country has been tapping oil from beneath the sea floor for several years. Now there is a rich strike within the 200 mile zone claimed by her neighbor. The oil producer rejects the claim and proceeds with plans to drill. The fishing country threatens military action, even if it is bound to lose.

Problem 7: Foreign investment in the United States has become so great that there is pressure on Congress to pass laws against control by foreign countries. Certain countries, especially the oil-producing ones, protest that when their oil runs out they will be ruined unless they are permitted to invest in other ways, and to control these investments. They threaten economic retaliation.

Problem 8: Pollution of the oceans has led to a radical shift in the world migratory pattern of fish. All existing treaties governing rights have been made obsolete. All the major fishing nations have found new locations for fishing, but the competition between them is so fierce that several skirmishes between ships of different nations have broken out. Each nation threatens to send warships to protect its fleet.

Problem 9: A small country next to a major power peacefully elects a government of a type that seriously worries the major power. Despite assurances from the small country—and before the new government has had time to do anything at all—the major power exerts pressure to bring it down. The small government appeals to another major power for protection. One of the major powers may be the United States.

Problem 10: A multinational corporation has a copper ore-refining plant in a developing country. Sulfuric acid is used in this process, and unless the plant is continuously maintained the plant will corrode to uselessness in five days. There is a revolution in this country, and the revolutionary government insists on expropriating this plant to nationalize the copper industry. Political feeling in the country is with the government, and the suggestions for compromise on the part of experts sound like treason.

Problem 11: A major power has developed a nuclear device which it claims has no drastic side-effects. It is not, however, willing to carry out a full-scale test within its own borders. There are a number of situations in the world which might escalate into small wars, and the major power makes discreet inquiries among its allies to see if any of them is willing to take the chance of using it. A hard-pressed developing country is intrigued with the idea.

Problem 12: A small company in the United States has developed a cheap and efficient solar-energy converter especially suited for use in countries with tropical climates. The

United States government would like to sell it to several countries. A multinational corporation would like to take over the small company. An oil-producing developing country threatens an oil embargo against any country that manufactures it. One of the directors of the multinational corporation is a wealthy and influential person from the oil producing country.

Problem 13: A small industrial country has delayed social reform for decades. Now inflation has cut so severely into the workers' paychecks that the unions are talking about supporting a revolution. The countries next-door fear that if this happens in one country, there would be revolutions in all of them. They exert pressure on the major powers to interfere in the revolution-threatened country to prevent any major change in the political status quo.

Problem 14: A cheap and efficient nuclear engine has been developed by the United States government (not a private industry). Petroleum is obsolete. The multinational corporation has set up a subsidiary to sell everything from power plants to diesel engines to any country that will buy them. The developing countries press the United States to share the nuclear engine because they know that there is only a ten-year supply of oil left in the world. The multinational corporation and the international bank object.

Problem 15: Relations between two major powers have broken down. There have already been border skirmishes. If there is a war, it will be a nuclear one. No one can predict what the ecological consequences will be, and no one has ever thought seriously about how to deal humanely with the great number of casualties that have been predicted. Both major powers would like to back off, but there seems to be no way to defuse the situation. Every other country, large or small, brings pressure on them to back down, including the threat of economic embargos and political ostracism. The war is averted but it might be touched off at any time.

Problem 16: There is barely enough food to supply the world's pattern of consumption. Any climatic disturbance, a drought or crop failure, would create a serious problem. The developing nations pressure the major powers to eat less and export more. The major powers want the developing nations to pay more attention to agrarian development, even if it means putting off industrialization and an increased standard of living indefinitely.

Problem 17: Due to sudden shifts in a small industrial nation's economy, there are several bank failures, leading to the failure of the country's central bank. This threatens to have a domino effect, bringing down the central banks in other countries. The world has never been faced with this kind of crisis. The money shortage is so great that the labor union demands that the multinational corporation work out a form of scrip payment, redeemable in produce and products handled by subsidiary corporations at affordable prices. The central bank and the government of the country declare the scrip illegal.

Problem 18: The elected president of a developing country is a hot-headed, aggressive demagogue. He has made his way to the top of an organization of developing bordering countries and has succeeded in making them organize into a loose federation. Now he has begun to use his superior private army to unify the federation into one large country, installing military men as governors. As his power becomes more solid, the rest of the world begins to fear the moment when he begins to look beyond the borders of the federation.

Problem 19: A developing country is situated near the richest fishing banks in the world. A pest is killing one of its major exported cash crops. There is a virus which attacks this pest, but it will take years to overcome the pest. There is an insecticide manufactured by the multinational corporation, but it has been found in fish, in quantities that far exceed the safe minimum. This pesticide has been banned in the United States. The multinational corporation would like to ship it to another country from which it could sell it to the pest-afflicted nation. An ecology-minded organization wants the chemical destroyed instead.

Problem 20: A major power has been manufacturing a substance for biological warfare. A new treaty requires the destruction of this substance, which the army has been stockpiling in a remote part of the country. Despite all security measures, a cannister of the substance breaks on the very first shipment to an unknown destination. The consequences are too serious to hide. Public opinion is so hysterically opposed to further transportation of the substance that the government agrees to use a safer, more expensive method of disposing of it on the spot. But it will take ten years to do it properly. The other treaty nations feel that this is too long, that the major power is stalling. The treaty is in danger of being cancelled.

Problem 21: For the first time in history, the United States is faced with chronic shortages of food, energy, and housing. There is a surplus of consumer goods, but no one can afford to buy them. For the first time in over fifty years, labor is talking about "taking over the factories and getting rid of the bosses." A multinational corporation threatens to move to another country where labor would be more "understanding," a developing country with strong ties to another major power. Labor calls this move immoral and asks the government to intervene. But the government has been working out better relations with the other major power for years and is on the verge of a breakthrough.

Problem 22: A canal runs through a developing country. It must be widened or it will become obsolete. One major power offers to rebuild it if the developing country will sign a long-term pact of friendship. An international coalition of heavy industries offers to rebuild the canal at a price which works out to be substantially lower; an international bank offers to put up the money. But then the canal must be open to ships of all nations, including the enemies of the developing country. The canal has always been a source of revenue for that country; it is inclined to go along with the coalition, but only if it can offer additional guarantees of alternative income and protection.

Problem 23: An earthquake creates an unexpected blockage of the Bering Straits. No one can predict what effect this will have on the world climate, except that it will be disastrous. One major power accuses the United States of being responsible, due to its activities in Alaska, and suggests that we should foot the whole bill for blasting away the blockage. The United States denies responsibility and asks for world participation. Developing nations calculate that the United States or another major power will proceed, even if they do not offer help. They figure that they have much less to lose.

Problem 24: New directions in research have resulted in the rise of many small, specialized industries in the United States. A multinational corporation would like to either take over several of these, or force them out of business by putting pressure on the government and the international bank. The small industries are tempted to form a large, competitive combine, but the owners prefer being small. They ask for protective legislation and bring an anti-trust suit against the multinational corporation for restraint of trade. Surprisingly, the multinational corporation loses this suit, and is directed to break up into smaller subsidiaries. They appeal, and do nothing, hoping that the case will stay in the courts for years. But there is world pressure on the government, because many useful technological advances cannot be implemented until the case is resolved.

Problem 25: The unregulated flow of money in the world has become so confused that one day, due to a simple computer failure, it breaks down. Everything financial is involved: the records of transactions between governments and between multinational corporations; between banks and between private individuals; everything honest and everything crooked; everything public and the most secret transactions. This results in world chaos. The only thing that keeps things from grinding to a halt is that everyone realizes that it is more important for trade to go on than it is to have it neatly on paper. Goods still flow, and there are crude credit deals, but everyone knows it can't go on for long. A summit meeting is called with everyone—nations, large and small, industry and banking, and even labor.

Here is the way the discussion of a particular problem might run. Take, for instance, Problem 19:

A developing country is situated near the richest fishing banks in the world. A pest is killing one of its major export cash crops. There is a virus which attacks this pest, but it will take years to overcome it. There is an insecticide manufactured by the multinational corporation, but it has been found in fish, in quantities that far exceed the safe minimum. This pesticide has been banned in the United States. The multinational corporation would like to ship it to another country from which it could sell it to the pest-afflicted nation. An ecology-minded organization wants the chemical destroyed instead.

The teacher may ask which party feels most threatened, and by whom. There may be competition for this first speaker's position, but eventually all the parties will get a voice. The debate might begin this way:

DC (to USA): While you sit there and argue about things that might or might not happen because of Ded-Pest, we are losing our sugar tree groves. They take a hundred years to grow.
USA: We understand your sorrow and would like to help. We agree that the danger of Ded-Pest hasn't been measured, but it is dangerous. We're moving fast to come up with an alternative. How about if we sell you some food?
DC: That's silly. We won't be able to pay for it if we can't sell our crop.
MNC (to USA): Why can't we manufacture Ded-Pest for DC? We just won't market it in the USA.
USA: No good. The EPA says that in large doses it gives cancer. We can't condone the manufacture of a poison. Besides, your next-door neighbors are the biggest world source of fish. They're our friends, too.
MNC (to DC): We can set you up with a Ded-Pest plant and sell you the license to manufacture it.
MWP: That's the kind of trick you're always trying to pull. If you did that, we would advise the fishing nation to take any measure necessary to prevent you, and we would back them all the way.
USA: That's a threat. This is a serious problem and we shouldn't waste time making threats.
MWP: Then stick to your policies. We have no objection to your food offer, but no Ded-Pest.
ILU (to USA): But ever since you shut down the Ded-Pest plant, we've been out of work. We count for something, you know. You owe us more than you owe to DC or MWP.
USA (to MNC): Suppose we give you a development contract to come up with an acceptable version of Ded-Pest. In the meantime, you can sell your remaining supply of old Ded-Pest to DC.
MWP: That's better, but we want controls.
USA: We'll monitor the use.

MWP: That's not good enough. We don't trust you. We want to check too.
DC: Wait a minute. We're a sovereign country and we don't want you all just inviting yourselves in.
EVERYBODY ELSE: It's either that or we start all over again . . . .

There are alliances and commitments here. It is easy to see that if, for example, in a later problem, there is a shift of power in DC, or a food shortage in USA, these alliances and commitments may break down. The problems have been conceived thematically to provide ample exploration of values while allowing for plenty of conflict as well.

When the breaking point has been reached—when there is no solution at all to a problem or when the solution undoes solutions to previous problems—any "expert" can call an eco-spasm.

(38) Using newspapers and magazines and a map of today's world, make a chart of places where there is already trouble, or where trouble may be brewing. This trouble can be economic, political, ecological, social, or military. Make sure that you have at least one problem spot in each area.

(39) Use the list of hypothetical events from the "Eco-Spasm Scenario Game." Create one or more disaster scenarios which might develop from any combination of these events. One way to do this is for each event and each problem spot to be represented by one person or a small group of people.

(40) Review the principles, or "lessons," in Chapters 7 and 8 of *The Eco-Spasm Report*. Bearing these principles firmly in mind, take several events from the list and combine them with several problem spots in a constructive scenario. If you have done a disaster scenario, choose the same events and places.

(41) In a series of short paragraphs, list and describe the kinds of agencies which might be useful in coordinating world resources in the future. Use your own research, as well as *The Eco-Spasm Report* to help you decide in which areas these agencies would be needed.

(42) Using a series of maps, and other visual devices, make a display which shows:

a. Potential sources of an eco-spasm. You can use colors, coded push-pins or Christmas tree lights to differentiate between economic, political, ecological, social and military problems.

b. A coordinated use of world resources. Don't forget that labor and technology are resources too.

c. Possible agencies which would be useful in coordinating world economics. List the kinds of specialized personnel each agency might need in addition to representatives from different countries. Show how these agencies might coordinate their procedures with each other.

The following activities are for the teacher who does not with to use the "Eco-Spasm Scenario Game" or display, but wishes to assign activities involving futuristics.

(43) It is the year 2050. You are a representative of the World Federation, delegated to meet the first representative from an alien civilization. Write a dialogue explaining the events of the last years of this century and the beginning of the next. There may have been an eco-spasm, or it may have been narrowly avoided.

(44) Using newspapers and magazines, choose one problem that exists in the world today. Write a short essay about it, showing that there are economic, political, ecological, social, and military questions involved.

Additional activities on futuristics include an examination of how technology affects our daily lives and a look at cloning, a technology of the future.

Dependence on the machine is carried to extremes in "The Hour of Letdown" in *50 Great American Short Stories* when the computer becomes a drinker, a companion at the bar, and also, perhaps, the one who drives home.

(45) List all the things that you have done today which require machines or technological assistance. An example might be, making toast on the electric toaster. Take five to ten minutes to make your list. Then discuss man's dependence on technology in our age.

Students reading *The Eco-Spasm Report* might also read "By the Waters of Babylon" by Stephen Vincent Benét or "The Hour of Letdown" by E. B. White in *50 Great American Short Stories*. In a small panel or group discussion, consider:

a. How do you explain the statement from the Benét short story that, "Perhaps, in the old days, they ate knowledge too fast." Would Alvin Toffler agree with Benét's statement?

b. Looking at your own life experiences, how can we cope with the rapid information explosion which characterizes our era?

c. How does E. B. White in "The Hour of Letdown" reveal a concern, implied by both Toffler and Benét, pertaining to the increasing importance of machines in our lives?

Students should be encouraged to raise questions on futuristics such as the definition of a human being once it is possible to create a "bionic man." Technology in medicine and biology has now made it possible to grow certain animals from the single cell of a donor animal. Using this process of cloning, it may eventually become possible to create a dozen individuals identical to the donor in every biological, physiological way. Small groups or the whole class might consider the moral implications of this.*

(46) Research
Consult such works as scientific digests, recent biology books, and books on futurism to find out more information about human cloning. Prepare a five-minute oral summary on cloning.

Culminating Activity: Futuristics

A socio-economic activity focusing on visualizing concepts in an eco-spasm is given below. Its format is suggested by Toffler in *The Eco-Spasm Report.*

(47) Create a world map, using a space about 6′ by 8′ and blinking Christmas lights. As Toffler suggests in *The Eco-Spasm Report,* use red lights to symbolize depression, green lights for inflation, multi-colored additional lights for other forces, with lights flashing and flickering so rapidly and erratically that they would suggest, symbolically, an eco-spasm. Be careful to label your map clearly to show a casual observer what the various colored lights represent. For materials, it is suggested that you use heavy cardboard that has been treated with fireproofing spray. Whether or not you wish to make this a three dimensional, papier-mâché map is up to you. It is further sug-

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*An excellent film for the study of futurism is the McGraw-Hill production of "Future Shock," narrated by Orson Welles and based on Toffler's book. It is available for rental from McGraw-Hill Films or your local rental libraries.

gested that you use organizational skills to delegate work assignments if this is a total class effort or group effort. If you are pleased with your eco-spasm product, get permission to display it in a student commons area or a prominent place in your school. Include a copy of the book with the display.

Culminating Activities: Industrial America

These activities serve to pull together unit learnings, integrating various understandings and program titles. The first three culminating activities could also be used as alternative testing or evaluative tools of student learning.

(48) Find your original hypotheses on industrialization, written at the beginning of the unit. Write each of them at the top of a separate side of paper, explaining below each one why you have revised, eliminated, or retained the hypothesis. In your explanation, use data from the unit to support your conclusions. Then add and explain any additional hypotheses which you developed as the unit proceeded.

(49) Having read one or more works from this unit, combine your knowledge and understanding of themes with the knowledge and understanding of one or two classmates. Write a short story about life in the city in the last quarter of the nineteenth century in America. Include ideas or events which show the effects of several of the following: immigration; expansion of transportation, technology, communication, and business; and inventions.

(50) Write a biographical sketch of a segment of the life of an industrial leader of the last part of the nineteenth century. Choose a portion of this life which reflects his interaction with the city, his workers, and his stockholders.

(51) Create a word collage about American buying habits from 1920 to the present. Attach an explanation of the urban and human forces which influence consumer spending.

(52) Industrial growth in the books in this unit implies both positive and negative results. Write a skit showing the positive and the negative extremes produced by growth as viewed by the author of the book(s) you read.

The relationship between industrial growth and the attention to realism in literature is summarized in the handout that follows. A supporting discussion follows which focuses on an aspect of realism in three of the unit books.

STUDENT ACTIVITY SHEET 4

Writers and Industrialization

Industrialization did so much to change the landscape and people's lives, and did it so fast, that many people felt uneasy about it. Writers, especially, were intrigued by the way industry seemed to be able to make workers conform to new methods. However, they wondered just how natural and human an industrial society could be. What was natural, and what was human nature like? Were industrialists inhuman, money-hungry creatures who wanted to reduce workers to the level of animals?

Given the working conditions in most early factories, some writers felt that it was their responsibility to tell their readers what was happening. The best thing to do, they felt, was to try to make their books as realistic as possible, using characters and situations based on what they had seen. They called themselves *realists*. Those who went further and tried to make statements about human nature called themselves *naturalists*.

Naturalist themes have remained with us today, although we are no longer so convinced that there is just one kind of human nature, and we do not believe that industrialists need be human. We do worry that if we have come to dominate the world so much with our industry and technology that we will become overconfident and ruin the world for everyone. Ecologists and futurists are the realists and naturalists of our times.

The Octopus, The Eco-Spasm Report, and the following selections from *50 Great American Short Stories* concern nature: "Young Goodman Brown" by Nathaniel Hawthorne, "By The Waters of Babylon" by Stephen Vincent Benét, "The Old People" by William Faulkner, and "To Build A Fire" by Jack London. Students reading these titles may form a discussion group and consider:

a. Which authors see nature as threatening? Which ones see nature as benevolent?

b. How has the age of industrial expansion perhaps thrown mankind into a position of relying on nature as one unchanging aspect of existence?

c. What are the implications for the future of mankind if modern man keeps ignoring ecologists' warnings against wastefulness?

d. If you have read in other units of STUDY AMERICA any of the following titles, refer to concepts related to ecology when you recall them. Relevant titles are: *The High Adventure of Eric Ryback, The Sea of Grass, Billy Budd, The Light in the Forest,* and *Huckleberry Finn.*

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UNIT IV

Multiethnic Studies

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OVERVIEW

The multiethnic, multicultural heritage of America is explored in Unit IV. From Spaniards who founded St. Augustine, Florida in the sixteenth century to Vietnamese immigrants experiencing contemporary American life for the first time, ethnic diversity has given us a national life enriched by the contributions of men and women from all over the world.

Ethnic richness and diversity in American life necessitates certain broad approaches to its study. This unit in Multiethnic Studies is organized around seven Social Science themes. Historical background on ethnicity is provided in the opening theme of migration/immigration. Various types of ethnic communities are examined in the geographic concept of region, while some sociological tools are used to explore examples and outcomes of discrimination and racism in the third theme. Economic exploitation is offered as an optional fourth theme for those teachers wishing to extend a study of discrimination and racism into the marketplace. A fifth theme examines the political science concepts of power and powerlessness. The related concepts of cultural diversity and cultural assimilation are studied from an anthropological perspective in the sixth theme with the final thematic strand exploring the psychological implications of cultural identity.

Six texts from American history and literature have been specially chosen to cover both the underlying curriculum assumptions and the seven unit themes. The titles focus on four major ethnic groups: black Americans, American Indians, Japanese Americans, and Mexican Americans; three of the texts focus on ethnic central characters who also happen to be female. Together these six titles offer both long and short selections with a reading level range from grades 7-12. The books are: Angelou's *I Know Why the Caged Bird Sings,* Bogle's *Toms, Coons, Mulattoes, Mammies, & Bucks,* Guy's *The Friends,* Borland's *When the Legends Die,* Houston and Houston's *Farewell to Manzanar,* and Gonzales' *I Am Joa-*

quín. Also included for teacher reference are copies of Doctorow's *Ragtime* and Novotny's *Strangers at the Door;* the latter is particularly useful for source material on European Americans.

The organization of Multiethnic Studes offers activities for individuals, or for small and large groups, and culminating activities. Some activities are brief suggestions; some are described in detail; some are accompanied by "Handouts" or "Student Activity Sheets." Ditto masters for these are available.

This unit provides all the material necessary to initiate a unit in Multiethnic Studies. At the same time, the materals are ample and varied enough to be used as a minicourse on ethnicity in American life.

RATIONALE AND UNIT DESCRIPTION

Until recently most units on "minority groups" focused on the assimilation of immigrants into a vast "melting pot" from which a singular American type would eventually emerge. Emphasis fell primarily upon European immigrants, with scant attention paid to women, American Indians, black Americans, or Asian Americans. Minority group curriculum materials were seldom developed by ethnic Americans and emphasis on content—such as learning about immigration laws—left values education as a minor appendage.

This unit encourages students to re-examine prior assumptions on the nature of "minority groups" in America, altering some assumptions and adding to others. The first assumption in question is that of the ethnic "melting pot." While some groups (such as many German Americans) have assimilated into the dominant White Anglo-Saxon Protestant group, other minorities value their ethnic heritage to the extent that they do not wish to assimilate. It is this rich multiethnic, multicultural diversity that provides the major foundation for the unit.

The authors have carefully chosen readings to focus on four ethnic groups of varied racial and geographic origins to broaden the scope of this multiethnic program. These four groups are: black Americans, American Indians, Mexican Americans, and Japanese Americans. Unit themes and activities are flexibly organized in order to offer options for including women and additional ethnic groups.

Most of the unit texts are written by ethnic Americans. Three have a double focus—an ethnic central character who also is female. By utilizing materials about ethnic Americans by ethnic Americans this unit more easily accomplishes a final objective: content *and* values are given equal consideration in developing an understanding of multiethnic culture.

This unit explores ethnicity in America by relating the book texts to seven multidisciplinary Social Science themes: migration/immigration; region; discrimination/racism; economic exploitation; power/powerlessness; cultural diversity/cultural assimilation; and identity.

Bantam Materials

Six books have been chosen as basic source material. Through fiction and non-fiction, poetry and essay, they provide a foundation for initiating the study of a multiethnic, multicultural society. They are, in order of introduction: Angelou's *I Know Why the Caged Bird Sings*, Houston and Houston's *Farewell to Manzanar*, Guy's *The Friends*, Gonzales' *I Am Joaquín*, Borland's *When the Legends Die*, and Bogle's *Toms, Coons, Mulattoes, Mammies, & Bucks*. Doctorow's *Ragtime* and Novotny's *Strangers at the Door* are included for the teacher who may wish to derive further source material from them.

Activities for students which accompany the source readings are flexible and varied, encompassing strategies geared to skill levels from grades 7–12. Some activities can be completed by individual students; others are designed for small or large groups. Some activities take part of a class period to complete, others may run the length of the unit. Note throughout this guide the teacher copy of Student Activity Sheets which provide further source material and are provided on ditto masters in a packet in the STUDY AMERICA program.

Student Activities (the activity number is in parentheses) and Student Activity Sheets (Handouts) have been numbered.

Activities 1–26 and Handouts 1–5 develop the major themes of the unit.

Handout 1 serves as a pretest of ethnic knowledge. Activities 1 and 2, accompanied respectively by Handouts 2 and 3, offer introductory strategies designed to stimulate student interest in the unit and to provide ample time for students to read at least one book.

Activities 3–6 and Handout 4 relate to the historical theme of migration/immigration. These activities are particularly useful for giving content background to the themes which follow and for emphasizing the role of European Americans.

Activity 7 concerns the geographic theme of region, utilizing a data retrieval chart.

Activities 8–11 focus on the sociological theme of discrimination/racism, while Activities 12 and 13 and Handout 5 further explore this theme in the marketplace by examining economic exploitation.

Activity 14 deals with the political science theme of power and powerlessness.

Activities 15–19 examine the anthropological themes of cultural diversity and cultural assimilation, both within and between ethnic groups.

Activity 20 deals with the psychological study of ethnic identity and its importance to a healthy ethnic and national life.

Culminating Activities for the unit are numbered 21–26. Some involve completion of introductory activities and one suggests an Ethnic Cultural Festival as a closing strategy.

Teacher guidelines and teacher-directed classroom activities accompany the above material. Although they are explained in some detail, teachers may alter them or use them as a point of departure for their own activities. In this guide the classroom guidelines and activities are given first. Activity instructions intended for students follow where needed; these are numbered in parentheses.

Although this unit is flexible enough to be used in either a highly condensed or in an expanded form, it will easily fit, without alteration, into a span of six to eight weeks.

Basic Skills Enrichment

Many teachers will wish to use the source material for this unit as the basis for activities which increase the student's competence in basic skills. See the "Skills Enrichment" section, p. 327, for skills activities organized into the following four categories: study skills, oral skills, vocabulary skills, writing skills.

BEHAVIORAL OBJECTIVES

Having completed Unit IV of STUDY AMERICA, students will be able to:

1. Organize research data on a selected ethnic group.
2. Apply the social science concepts of migration/immigration, region, discrimination/racism, economic exploitation, power/powerlessness, cultural diversity/cultural assimilation, and identity to black Americans, American Indians, Mexican Americans, and Japanese Americans.
3. Interpret the experience of their own ethnic group in terms of the above concepts.
4. Trace their ethnic heritage using a genealogy chart.
5. List factors influencing migration of various peoples to the United States.
6. Analyze the forced immigration of blacks to America depicted in the poem "Middle Passage," by Robert E. Hayden.
7. Apply the experiences of blacks in "Middle Passage" in an analysis of Mexican, European, Japanese and American Indian migration/immigration.
8. Set up hypotheses on the "melting pot" theory in the form of brief essays.
9. Test hypotheses against data.
10. Revise hypotheses in light of new data.
11. Describe the relationship and interaction between ethnic peoples and their environments or physical settings.
12. Apply valuing skills in an analysis of a case study on discrimination.
13. Define prejudice, discrimination, and racism giving examples of each.

14. Define "nativism" and describe the activities of individuals and groups who promoted it.

15. Identify the main points of the Chinese Exclusion Act, Foran Act, literacy bill, Johnson Act, Johnson-Reed Act, and Executive Order 9066 and the impact these bills had on ethnic groups.

16. Describe examples of economic exploitation in their reading on ethnic groups.

17. Contrast the values of individuals of conflicting ethnic groups such as Coalhouse Walker and the firemen in *Ragtime*.

18. Give three examples of cultural diversity and cultural assimilation.

19. Describe the contributions of various ethnic groups to American life.

TIME FRAME

Dates and events given below are relevant to learnings in this unit. They are included to show the diversity of America's multiethnic culture. Items preceded by an asterisk appear in the Ethnic Literacy Test.

1492	Luis de Torres, a Jew, sails to the New World with Columbus.
*1565	Spaniards establish St. Augustine, Florida, the first European settlement in what is now the United States.
1603	English establish Jamestown, Virginia.
*1619	The first blacks arrive in British North America as indentured servants.
*1637	More than 500 American Indians are killed by whites in the Pequot War in New England.
*1654	The first Jewish immigrants arrive in New Amsterdam.
*1683	German immigrants settle in Pennsylvania.
*1718	Scotch-Irish begin arriving in large numbers.
*1812	Indian tribal loyalties are severely divided in the War of 1812.

1830	Congress passes a Removal Act to force remaining eastern Indians west of the Mississippi.
*1831	Nat Turner, a slave, leads a revolt.
*1832	President Jackson defies a Supreme Court decision and orders the removal of the Cherokees.
1836	Mexico loses Texas.
1846–48	The potato famine in Ireland leads thousands to emigrate to America.
*1848	Mexico loses the Mexican-American War and almost half her territory in the Treaty of Guadalupe-Hidalgo. Treaty of Guadalupe-Hidalgo guarantees Mexican land grants to Mexicans living in the southwest.
	First Women's Rights Convention meets at Seneca Falls, New York.
*1850	Foreign Miner's Tax in California is levied mainly on Chinese.
*1855	This marks the height of the "Know-Nothing" nativist movement.
*1859	Juan N. Cortina, a Mexican American, leads several rebellions against Anglo-Americans in the southwest.
1860–90	This marks the final period of warfare between Indians and whites.
1863	President Lincoln issues the Emancipation Proclamation.
*1869	The first transcontinental railroad is completed using mostly Chinese and Irish immigrant labor.
	The first Japanese immigrants arrive in America.
1871	There is an anti-Chinese riot in Los Angeles.
1876	Reconstruction in the South ends in a political bargain; blacks begin to lose civil rights.
	Sioux tribes wipe out Custer's Seventh Cavalry at Little Big Horn.
*1882	The Chinese Exclusion Act stops most Chinese immigration to America.
1882–1903	1,985 black Americans are lynched in the United States.
1885	There is an anti-Chinese riot in Rock Springs, Wyoming.

*1886	The Haymarket Affair increases fears of foreign "radicals" and stimulates nativist activities in the United States The Statue of Liberty is dedicated.
1890	The massacre of Indians at Wounded Knee ends major Indian-white wars.
1891	Eleven Italian Americans are lynched in New Orleans after being accused of killing a police superintendent.
1892	Ellis Island opens as port of entry for European immigrants.
1893	Hawaiian control of their islands ends; Stanford B. Dole becomes president of the Republic of Hawaii.
1896	In *Plessy v. Ferguson* the Supreme Court permits "separate but equal" facilities for black and white Americans.
1898	The U.S. acquires an overseas empire.
1908	The "Gentlemen's Agreement" between the U.S. and Japan reduces the number of Japanese immigrants entering the United States.
1910	National Association for the Advancement of Colored People is organized.
1910–20	Mexicans flee revolution at home and come to the United States.
1913	The California legislature passes a land bill making it very hard for Japanese immigrants to lease land.
*1917	An anti-black riot in East St. Louis, Missouri. Congress establishes a foreign language literacy test for new immigrants. The Jones Act makes Puerto Ricans U.S. citizens, subject to the military draft.
1920	Women get the right to vote.
*1924	The Johnson-Reed Act establishes a discriminatory nationality quota system for immigration to the United States.
1925	Large numbers of Filipinos begin arriving in Hawaii and the U.S. to work as field laborers.
1929	Anti-Filipino riot occurs in Exeter, California.
1930	The Japanese American Citizenship League (JACL) is organized.
*1934	The Tydings-McDuffie Act promises indepen-

	dence to Philippines and limits Filipino immigration to the U.S. to 50 per year.
*1935	A Federal Repatriation Act offers free transportation for Filipinos who will return to the Philippines.
*1942	President Roosevelt orders the internment of 110,000 Japanese Americans living on the West Coast.
	The *Bracero* program to recruit temporary Mexican workers begins.
1943	Anti-black and anti-Mexican riots erupt in Detroit and Los Angeles, respectively.
1954	In *Brown v. Board of Education* the Supreme Court rules school segregation unequal and unconstitutional.
	"Operation Wetback" is begun as a massive operation to deport illegal Mexican immigrants.
1956	Black Americans in Montgomery, Alabama conduct a successful bus boycott.
	Martin Luther King emerges as a national leader.
1959–73	Many Cubans flee Castro's Cuba to the United States.
1964	The Civil Rights Act of 1964 is passed.
*1965	Puerto Rican Americans no longer have to take an English literacy test to vote in New York State.
	A new immigration law, to be effective in 1968, abolishes the quota system and greatly increases immigration from non-European nations.
	A grape strike begins in Delano, California, led by Cesar Chavez and the National Farm Workers Association. Rodolfo "Corky" Gonzales forms a Chicano civil rights organization called Crusade for Justice.
1965–68	Urban riots occur in many American cities.
1966	A call for "Black Power" is issued by Stokely Carmichael.
*1970	Herman Badillo is the first Puerto Rican American elected to Congress.
*1972	Over 8000 delegates attend the first National Black Political Convention in Gary, Indiana.

*1973	Black Americans are elected mayors in Atlanta, Detroit, Los Angeles, and other cities. Ella Grasso of Connecticut is elected governor; she is the first woman to be so elected in her own right.
1975	Over 130,000 Vietnamese refugees enter the United States.

STRATEGIES AND ACTIVITIES

Introductory Activities

The following introductory activities, which need not draw from the source books, provide ample time for students to read at least one book and to prepare for later activities. Designed to be flexible and appropriate to either small or large group instruction, these activities consider the needs of varied age and ability groupings.

Begin the unit by having students take an "Ethnic Literacy Test" as a pretest of ethnic knowledge (answers are provided on the teacher's copy in this guide). This pretest is included as Student Activity Sheet 1, although teachers may wish to modify it for particular age or ability groups. After the test has been completed and scored, encourage open discussion and sharing of answers. If students seem surprised or disappointed that they performed below their expectations, assure them that unit activities and readings should help considerably to raise their scores. Offer them the opportunity to retake the test at the end of the unit, explaining that the results don't "count" for grades, but they do count as a measure of what students know and what students need to learn.

The next introductory whole-class activity is intended to build an initial data base through research. Students will add to this base later by reading one or more main source books and by completing related activities. To begin this activity, teachers should pre-select a number of seemingly diverse ethnic groups for students to research. You may wish to vary these to include minorities represented in the class. For purposes of the course, it will be helpful to include, among others, some of the groups represented in the unit readings: black Americans, American Indians, Mexican Americans, and Japanese Americans. Each student or each small group should choose one ethnic group to research, preferably one *not* of their own ethnic origin. In addition to written research, encourage the use of oral and visual research; such formats are especially effective with heterogeneous age and skill groups.

As students begin gathering data, encourage them to take notes which focus on the seven questions found on Student Activity Sheet 2, a data retrieval chart. First, be sure that students understand each of the questions on the chart. Then remind them that when the chart is complete, it will represent only a *summary* of their research. By sharing their research with others as the unit progresses they will eventually be able to fill in all of the columns on the chart. Thus, the chart is both an introductory and a culminating activity; the culminating discussion questions can be found at the end of the unit.

STUDENT ACTIVITY SHEET 1

Ethnic Literacy Test

Place a T for True or an F for False beside each numbered item.

F 1. The first European settlement in what is now the United States was at Jamestown, Virginia.

T 2. The first black Africans arrived in British North America as indentured servants in 1619.

T 3. The Pequot War and King Philip's War destroyed or "removed" most of the American Indians in New England.

T 4. Even before the American Revolution, immigrants from Spain, Portugal, France, Germany, Scotland, and Ireland had settled in what is now the United States.

F 5. In the War of 1812, nearly all Indian tribes east of the Mississippi fought beside the Americans against the British.

T 6. In 1832 President Jackson defied a decision by the Supreme Court and ordered the "removal" of the Cherokees to Indian Territory.

F 7. Most black slaves accepted their fate; slave revolts seldom occurred in America.

T 8. In the Treaty of Guadalupe-Hidalgo of 1848, Mexicans living in the territory ceded to the United States were guaranteed the right to keep their land grants.

F 9. The Foreign Miner's Tax of 1850, passed by the California legislature, was applied mainly against Mexicans.

T 10. Juan N. Cortina, a Mexican American, led several rebellions against Anglo-Americans in the Southwest.

T 11. Most of the workers on the Pacific section of the transcontinental railway were Chinese.

F 12. Organized labor in the late nineteenth century tended to favor large-scale immigration because most union members were recent immigrants themselves.

F 13. The first U.S. law excluding a specific race or nationality was directed against the Japanese in 1882.

F 14. Nativism was a movement to preserve Native American culture in the early 1900's.

F 15. A literacy bill passed by Congress in 1917 made it necessary for all immigrants to be able to read and write in English.

T 16. The immigration acts of 1921 and 1924 discriminated against those from southern and western Europe as well as non-white nations.

__T__ 17. In 1934 Filipino immigration was cut to fifty per year and in the following year those Filipinos already in America were offered free transportation back to the Philippines.

__T__ 18. Japanese Americans living on the West Coast were interned during World War II under an executive order signed by President Roosevelt.

__T__ 19. Until 1965 Puerto Rican Americans had to pass an English literacy test to allow them to vote in New York state.

__T__ 20. Rodolfo "Corky" Gonzales formed a Chicano civil rights organization called the Crusade for Justice in 1965.

__T__ 21. Immigration law since 1968 abolishes the quota system, and admits immigrants on the basis of skills rather than national origin.

__F__ 22. Herman Badillo, elected to the House of Representatives in 1970, was the first Mexican American elected to Congress.

__T__ 23. The first National Black Political Convention was held in Gary, Indiana in 1972.

__T__ 24. In 1973 black Americans were elected as mayors in Atlanta, Los Angeles, and Detroit.

__F__ 25. In 1973 Ella Grasso of Massachusetts became the first woman in the U.S. to be elected a governor who was not the relative of a previous male incumbent.

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(1) Research

Investigate one of the ethnic groups suggested by the teacher. Focus your research around the seven questions on Activity Sheet 2, making sure that you understand each question. As you read one or more unit texts, you should add to your initial research. Information on other ethnic groups may be placed on your chart as you share with others throughout the unit.

STUDENT ACTIVITY SHEET 2

Research Summary of Selected Ethnic Groups

KEY QUESTIONS	black Americans	American Indians	Mexican Americans	Japanese Americans	other*
1. For what reasons did the group immigrate to and/or migrate within the U.S.?					
2. Where does most of the group live today? In what kind of community?					
3. What kinds of discrimination has the group experienced?					
4. In what ways has the group been exploited for economic reasons?					

5. In what ways has the group struggled for power?					
6. What are some examples of cultural diversity *within* the group? Of cultural assimilation with the dominant white group?					
7. What are the various ways in which the group maintains and cherishes its identity?					

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*This is a sample chart, oriented toward the minorities covered in the source readings. Additional groups may be added as more minorities are explored.

A unit-long survey of family genealogy provides another introductory activity. Using one or more sides of a family, students search a variety of oral and written source materials in order to complete a family genealogy chart, included as Activity Sheet 3.

Before beginning the genealogy activity, brainstorm with students as many potential sources of genealogical records* as possible. Responses should include most of the following: relatives and friends; birth, death, divorce, and marriage records; National Archives, Census Bureau; town, county, and state records; churches, societies, and libraries; schools and colleges; genealogical reference books.

An interesting class period activity is to invite a local amateur or professional genealogist to the class to help students start their research.

(2) Research

Using the source information on genealogy brainstormed by the class, trace one or more sides of your family back as many generations as you can. Your research notes may then be entered on Activity Sheet 3, a genealogy chart. Save the results of your research; other family members may wish to see it. Genealogy is, for some, a fascinating lifetime hobby.

A follow-up to the initiation of the genealogy activity should include discussion and sharing of the various ethnic backgrounds uncovered. These might be posted on a bulletin board as a record of ethnic diversity among your students.

At this point in the unit, students should have completed the reading of at least one book. Remaining activities relate more directly to the book texts. These activities are grouped around the seven questions introduced to the students in Activity Sheet 2; these seven questions relate to the multidisciplinary themes for the remainder of the unit.

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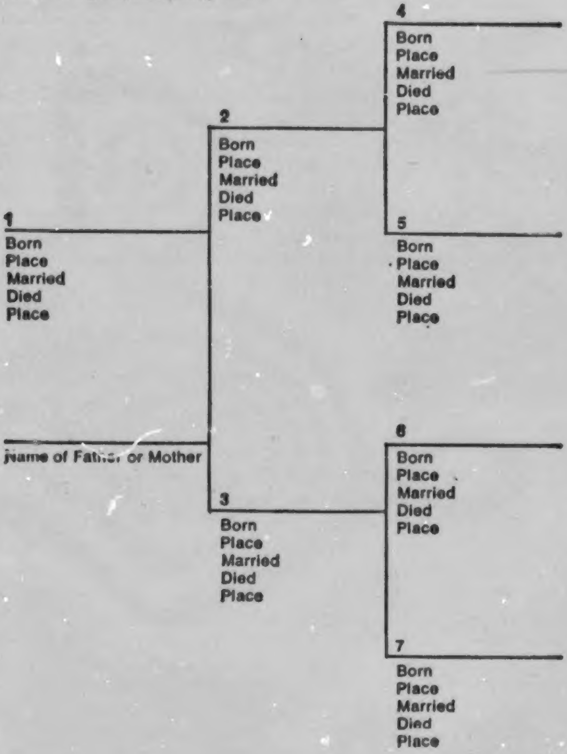
*Free catalogs of genealogical supplies may be obtained from Everton Publishing, Inc., P.O. Box 368, Logan, Utah 84321 or Deseret Book Co., 44 East South Temple St., Salt Lake City, Utah 84110.

Student Activity Sheet 3: GENEALOGY CHART

Date ______________________

____

Name of Person Submitting Chart



4
Born
Place
Married
Died
Place

2
Born
Place
Married
Died
Place

1
Born
Place
Married
Died
Place

5
Born
Place
Married
Died
Place

Name of Father or Mother

6
Born
Place
Married
Died
Place

3
Born
Place
Married
Died
Place

7
Born
Place
Married
Died
Place

Migration/Immigration

No groups are indigenous to the North American continent except the American Indians. The settlement and geographic distribution of people in the United States has depended on a combination of immigration and migration, sometimes forced, sometimes by choice. The differences between migration and immigration are not always clear; sometimes immigrants have retired to their country of origin after living most of their lives in the United States, while a substantial percentage of some minorities, like the Puerto Ricans, have found it easy to preserve and defend their sense of origins while migrating between Puerto Rico and the mainland. *For purposes of this unit,* we can define immigration as the willingness to forsake one's country of origin, with no real hope of returning there; by the same token, migration may be defined as moving to a different geographical location, with the intention of eventually returning to one's place of origin, even if that never happens, and the perpetuation of one's original ethnic identity that that implies.

This concept of migration/immigration is explored first in order to give students an historical framework for a multiethnic unit. Several source books, *Farewell to Manzanar, The Friends,* and *I am Jocquín* deal to some extent with this concept. Additional data on the impetus to immigrate is found in the teacher reference copy of *Strangers at the Door.* Migration, either voluntary or forced, is discussed in *I Know Why the Caged Bird Sings, Farewell to Manzanar, I Am Joaquín, When the Legends Die,* and *Strangers at the Door.*

Begin by informally surveying the class, asking why people move. Write the responses on the blackboard. Although the question focuses on contemporary experiences, responses should reflect a variety of reasons for moving and some may indicate reluctance or an element of force. Then ask why immigrants came to America and compare the sets of responses. Ask the students to keep a record of these responses in a notebook and add to or change reasons for moving as the unit progresses. This discussion may also be structured through the use of the data retrieval chart given on the next page.

A powerful poetic indictment of the forced immigration of black Africans to America is reproduced for students on Student Activity Sheet 4; the poem is entitled "Middle Passage,"

(3) Data Retrieval Chart

KEY QUESTION: Why did the following characters from the unit books immigrate to—or migrate within—the United States?	Maya in *I Know Why the Caged Bird Sings*	Papa or Jeanne in *Farewell to Manzanar*	Calvin Cathy in *The Friends*	Mexican Americans in *I Am Joaquín*	Tom in *When the Legends Die*

by Robert E. Hayden. Teachers may wish to furnish students with the following notes to the poem before they begin to read.*

Jesús Estrella, Esperanza, Mercy—names of slave ships

corposant—another name for St. Elmo's Fire, electricity that plays around the masts of ships in stormy weather, giving appearance of flame

compass rose—a circle with numbered degrees, printed on a chart or map to indicate the points of the compass

"Deep in the festering hold thy father lies"—see Shakespeare's *Tempest* I, ii:

Full fathom five thy father lies
  Of his bones are coral made;
Those are pearls that were his eyes;
  Nothing of him that doth fade
But doth suffer a sea-change
Into something rich and strange.

"Which one of us/ has killed an albatross?"—in Coleridge's poem *The Rime of the Ancient Mariner.* The killing of an albatross brings disaster to the ship and lifelong guilt to the mariner

Davy Jones'—the bottom of the sea

Deponent—a person who gives legal evidence

barracoons—enclosures or barracks used for the temporary confinement of slaves

factories—compounds where the traders' agents (factors) held slaves for shipping

Gambia, Rio Pongo, Calabar—slave-trading centers along the West Coast of Africa

mongos—a division of Bantu tribes, used here as of native suppliers in general

Fellatah, Mandingo, Ibo, Kru—tribes from the Sudan, the region of Mali, the Lower Niger River, and the region of Liberia, respectively

conjo—African fetish objects believed to possess mystical powers

paste—imitation gems made of glass

fata morgana—an island in the Gulf of Guinea

primaveral—original; like the season of spring

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*Frances S. Freedman, ed., *The Black American Experience: A New Anthology of Black Literature* (New York: Bantam Books, 1970), pp. 42–48.

STUDENT ACTIVITY SHEET 4

"Middle Passage," by Robert E. Hayden[*]

Robert E. Hayden was born in Detroit, Michigan, in 1913, was graduated from Wayne State University and received an M.A. from the University of Michigan. He is now professor of English at Fisk University. His collection *A Ballad of Remembrance* received the Grand Prize for Poetry at the First World Festival of Negro Arts held in Dakar, Senegal in 1965. His *Selected Poems* was published in 1966.

In "Middle Passage," Hayden dramatically re-creates the conditions of the African slave trade. The final portion of the poem is based on the famous slave mutiny on the Spanish ship *Amistad* in 1839. The African captives, under the leadership of Cinquez, took control of the ship and tried to force a return to Africa. The crew managed to steer the ship to the United States instead. The Africans were brought to New London, Connecticut, placed on trial, and successfully defended by John Quincy Adams.

I.

Jesús Estrella, Esperanza, Mercy:

Sails flashing to the wind like weapons,
sharks following the moans the fever and the dying;
horror the corposant and compass rose.

Middle Passage:
voyage through death
to life upon these shores.

"10 April 1800—
Blacks rebellious. Crew uneasy. Our linguist says
their moaning is a prayer for death,

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[*] "Middle Passage," from *Angle of Ascent, New and Selected Poems*, by Robert Hayden; copyright © 1975, 1972, 1970, 1960 by Robert Hayden. By permission of Liveright Publishing Corp.

ours and their own. Some try to starve themselves.
Lost three this morning leaped with crazy laughter
to the waiting sharks, sang as they went under."

Desire, Adventure, Tartar, Ann:

Standing to America, bringing home
black gold, black ivory, black seed.

Deep in the festering hold thy father lies,
of his bones New England pews are made,
those are altar lights that were his eyes.

Jesus Saviour Pilot Me
Over Life's Tempestuous Sea

We pray that Thou wilt grant, O Lord,
safe passage to our vessels bringing
heathen souls unto Thy chastening.

Jesus Saviour

"8 bells, I cannot sleep, for I am sick
with fear, but writing eases fear a little
since still my eyes can see these words take shape
upon the page & so I write, as one
would turn to exorcism. 4 days scudding,
but now the sea is calm again. Misfortune
follows in our wake like sharks (our grinning
tutelary gods). Which one of us
has killed an albatross? A plague among
our blacks—Ophthalmia: blindness—& we
have jettisoned the blind to no avail.
It spreads, the terrifying sickness spreads.
Its claws have scratched sight from the Capt.'s eyes
& there is blindness in the fo'c'sle
& we must sail 3 weeks before we come
to port."

What port awaits us, Davy Jones'
or home? I've heard of slavers drifting, drifting,
playthings of wind and storm and chance, their
crews

gone blind, the jungle hatred
crawling up on deck.

Thou Who Walked On Galilee

"Deponent further sayeth *The Bella J*
left the Guinea Coast
with cargo of five hundred blacks and odd
for the barracoons of Florida:

"That there was hardly room 'tween-decks for half
the sweltering cattle stowed spoon-fashion there;
that some went mad of thirst and tore their flesh
and sucked the blood:

"That Crew and Captain lusted with the comeliest
of the savage girls kept naked in the cabins;
that there was one they called The Guinea Rose
and they cast lots and fought to lie with her:

"That when the Bo's'n piped all hands, the flames
spreading from starboard already were beyond
control, the negroes howling and their chains
entangled with the flames:

"That the burning blacks could not be reached,
that the Crew abandoned ship,
leaving their shrieking negresses behind,
that the Captain perished drunken with the wenches:

"Further Deponent sayeth not."

Pilot Oh Pilot Me

II.

Aye, lad, and I have seen those factories,
Gambia, Rio Pongo, Calabar;
have watched the artful mongos baiting traps
of war wherein the victor and the vanquished

Were caught as prizes for our barracoons.
Have seen the nigger kings whose vanity

and greed turned wild black hides of Fellatah,
Mandingo, Ibo, Kru to gold for us.

And there was one—King Anthracite we named him—
fetish face beneath French parasols
of brass and orange velvet, impudent mouth
whose cups were carven skulls of enemies:

He'd honor us with drum and feast and conjo
and palm-oil-glistening wenches deft in love,
and for tin crowns that shone with paste,
red calico and German-silver trinkets

Would have the drums talk war and send
his warriors to burn the sleeping villages
and kill the sick and old and lead the young
in coffles to our factories.

Twenty years a trader, twenty years,
for there was wealth aplenty to be harvested
from those black fields, and I'd be trading still
but for the fevers melting down my bones.

III.

Shuttles in the rocking loom of history,
the dark ships move, the dark ships move,
their bright ironical names
like jests of kindness on a murderer's mouth;
plough through thrashing glister toward
fata morgana's lucent melting shore,
weave toward New World littorals that are
mirage and myth and actual shore.

Voyage through death,
voyage whose chartings are unlove.

A charnel stench, effluvium of living death
spreads outward from the hold,
where the living and the dead, the horribly dying,
lie interlocked, lie foul with blood and excrement.

Deep in the festering hold thy father lies,
the corpse of mercy rots with him,
rats eat love's rotten gelid eyes.

But, oh, the living look at you
with human eyes whose suffering accuses you,
whose hatred reaches through the swill of dark
to strike you like a leper's claw.

You cannot stare that hatred down
or chain the fear that stalks the watches
and breathes on you its fetid scorching breath;
cannot kill the deep immortal human wish,
the timeless will.

"But for the storm that flung up barriers
of wind and wave, *The Amistad,* señores,
would have reached the port of Principe in two,
three days at most; but for the storm we should
have been prepared for what befell.
Swift as the puma's leap it came. There was
that interval of moonless calm filled only
with the water's and the rigging's usual sounds,
then sudden movement, blows and snarling cries
and they had fallen on us with machete
and marlinspike. It was as though the very
air, the night itself were striking us.
Exhausted by the rigors of the storm,
we were no match for them. Our men went down
before the murderous Africans. Our loyal
Celestino ran from below with gun
and lantern and I saw, before the cane-
knife's wounding flash, Cinquez,
that surly brute who calls himself a prince,
directing, urging on the ghastly work.
He hacked the poor mulatto down, and then
he turned on me. The decks were slippery
when daylight finally came. It sickens me
to think of what I saw, of how these apes
threw overboard the butchered bodies of
our men, true Christians all, like so much jetsam.

Enough, enough. The rest is quickly told:
Cinquez was forced to spare the two of us
you see to steer the ship to Africa,
and we like phantoms doomed to rove the sea
voyaged east by day and west by night,
deceiving them, hoping for rescue,
prisoners on our own vessel, till
at length we drifted to the shores of this
your land, America, where we were freed
from our unspeakable misery. Now we
demand, good sirs, the extradition of
Cinquez and his accomplices to La
Havana. And it distresses us to know
there are so many here who seem inclined
to justify the mutiny of these blacks.
We find it paradoxical indeed
that you whose wealth, whose tree of liberty
are rooted in the labor of your slaves
should suffer the august John Quincy Adams
to speak with so much passion of the right
of chattel slaves to kill their lawful masters
and with his Roman rhetoric weave a hero's
garland for Cinquez. I tell you that
we are determined to return to Cuba
with our slaves and there see justice done. Cinquez—
or let us say 'the Prince'—Cinquez shall die."

The deep immortal human wish,
the timeless will:

Cinquez its deathless primaveral image,
life that transfigures many lives.

Voyage through death
to life upon these shores.

Topics for discussion:

a. Is "Middle Passage" an example of migration or immigration? Voluntary or forced? Compare the Middle Passage to the forced migration of Japanese Americans in World War

II, Mexican Americans who lost their land to the Anglos, and the American Indians who were "removed" from ancestral lands to reservations.

b. What perils of this passage are mentioned in the poem? Read a brief selection to the class on the passage of Europeans to America from *Strangers at the Door* (pp. 9–10) and compare it to "Middle Passage."

c. According to the poem, what kinds of people are deeply involved in the slave trade? Who was responsible for the Japanese American relocation camps? The loss of Mexican American lands? Government policy toward American Indians?

d. How is slavery both justified and condemned in the poem? What are the values conflicts between the slave traders and the black slaves?

e. What were the conflicting values between Anglos and Mexican Americans over the land issue? The government and Japanese Americans over forced relocation? White settlers and American Indians over ownership of land?

(4) Research

The poem "Middle Passage," by Robert E. Hayden, dramatizes the successful revolt of Cinquez and other Africans on board the slave ship *Amistad*. Find out more about the ship, its mutinous black crew, and the process and outcome of their trial in which they were defended by John Quincy Adams.

For an essay activity, divide the class into two groups. Have half the students write essays entitled "Many immigrants to America eventually 'melted' into the majority ethnic group." The other half should write essays entitled "Many immigrants to America have maintained an ethnic identity within a culturally varied society." As students begin to prepare the essays, tell them that they may consider these statements as hypotheses to be tested against data as the unit progresses. The first copy they submit will be in the form of a rough draft; a final copy will be due at the end of the unit. Be certain that the key terms in each essay are generally understood: the "melting pot," the majority ethnic group, identity, and a culturally varied (pluralistic) society.

(5) Research

Using the data gathered for Activity Sheet 2 and using the book(s) you are reading, write an essay entitled "Many immigrants to America eventually 'melted' into the majority ethnic group" *OR* "Many immigrants to America have maintained an ethnic identity within a culturally varied society." Expect to revise your essay as the unit progresses, submitting a second and final copy at the end of the unit.

When the final drafts of the essays are submitted, select the best one from each group; reproduce them, and share with the class. Encourage students to critique the essays' hypotheses as well as their content.

(6) Research

Investigate your neighborhood. List all the separate ethnic influences that you can find. In addition to the people on the street, look for street names, store names, restaurants, and other things that may have an ethnic identity. Then write a profile of your neighborhood, based on the data you have collected.

Region

Region is identified geographically as any area of 2500 people or more which possesses some kind of internal cohesion. In a multiethnic unit, a region may be a neighborhood, barrio, suburb, megalopolis, relocation camp, or Indian reservation. Region has an effect on ethnicity; however, ethnic groups may also act decisively to change their physical surroundings.

First, point out the possible effects of region on ethnic groups by having small groups of students construct or sketch models of their community. As they work, encourage them to consider the human and institutional forces which shape their region. Are these forces from within or outside the community? To what extent does their community influence their lives?

Next, prepare a data retrieval chart, or use the following one, which focuses on the key question: In what ways have ethnic groups or individuals discussed in unit source books acted decisively to change their surroundings?

A follow-up question for discussion might then be: What groups or individuals in your region are acting decisively to bring about regional change? Answers to this question may lead to proposals for field studies, community activism, and research.

(7) Data Retrieval Chart

KEY QUESTION:	TOM IN *WHEN THE LEGENDS DIE*	MEXICAN AMERICANS IN *I AM JOAQUIN*	JAPANESE AMERICANS IN *FAREWELL TO MANZANAR*	EDITH JACKSON IN *THE FRIENDS*	BLACK AMERICAN ENTERTAINERS IN *TOMS, COONS, MULATTOES, MAMMIES, & BUCKS*	OTHER*
In what ways have ethnic groups or individuals acted decisively to change their surroundings?						

*Students may research and cite their own sources if they elect to study other minority groups.

Discrimination/Racism

Discrimination and racism are closely related sociological concepts. Discrimination involves behavior, usually negative, directed toward any particular group. Racism, for our purposes, may be defined as "any activity, individual or institutional, deliberate or not, predicated upon a belief in the superiority of Whites and the inferiority of ethnic minorities, which serves to maintain White supremacy through the oppresson and subjugation of members of ethnic minority groups."* Both discrimination and racism are endemic in American society.†

The assumption that discrimination and racism are endemic in America is the major focus of this section. As students perceive its validity, they are given opportunities to gather and discuss data in support of the assumption and to investigate ways in which individuals and institutions are attempting to overcome discrimination and racism. All of the unit titles offer examples or data which deal with both concepts. In addition, the teacher reference copies of *Strangers at the Door* and *Ragtime* contain helpful source materials or anecdotes.

Begin by reading to the class an open-ended values story which pertains to employment discrimination against women and ethnic minorities.

Ms. Smith, a career Social Science teacher at Roosevelt High School recently applied for the position of Assistant Principal at the school. Although worried because the school had not hired a female administrator in ten years, she decided to apply anyway. Besides, Ms. Smith knew that she met the stated qualifications for the job. She wanted the job very much and hoped to be a school principal some day.

A number of people in high positions in the school system had personally encouraged Ms. Smith, other women, and ethnic minorities to apply for the job, saying that the school

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*Geneva Gay, "Racism in America: Imperatives for Teaching Ethnic Studies," in James A. Banks, ed., *Teaching Ethnic Studies: Concepts and Strategies*, 43rd Yearbook of the National Council for the Social Studies (Washington, D.C.: The Council, 1973), p. 30.

†*Report of the National Advisory Commission on Civil Disorders* (New York: Bantam Books, 1968).

system wanted to open up promotion opportunities for qualified members of these groups.

Interviews for the job took place over a period of several months. Ms. Smith, for example, was interviewed by a school-community screening committee, three Assistant Superintendents, and the entire School Board. Throughout this time, Ms. Smith was encouraged by fellow educators, yet she still worried about her chances. What troubled her were some of the questions she was asked in the interviews. "As a woman, do you think you could supervise men?" "What are the ages of your children?" "Are you planning to have any more children?" "What does your husband do for a living?" "Do you think your husband will be transferred soon?" Still, despite her fears, she answered these questions politely, and as fully and honestly as she could.

Pause, and then ask:

a. What problem is Ms. Smith facing?

b. Based on this unfinished story, what values do you think are important to Ms. Smith? To the interviewers?

c. How do you think this story will end?

Teachers may wish to have students write or discuss several outcomes. A more active alternative is to role-play possible solutions with some students taking the part of Ms. Smith or a minority person, and others taking the roles of the School Board. Students should consider the courses of action open to Ms. Smith if she does not get the job and the possible consequences of such actions.* Place these responses on the board and ask students to record them in their notebooks for later reference.

When students have concluded the prior values activity, ask some open-ended questions to be sure that students understand the meaning and outcomes of discrimination and racism.

Topics for discussion:

a. What is prejudice? What makes people prejudiced?

b. Are you prejudiced? Do you discriminate? What is the the difference between prejudice and discrimination?

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*As these actions are considered, teachers should be aware that in anti-discrimination law, the burden of proof is on the alleged discriminating institution or individual to prove they did not discriminate. Also, determination of who is most qualified for a job is of no concern, so long as the aggrieved party meets the stated minimum qualifications *and* discrimination did, in fact, occur.

c. How are discrimination and racism alike? Different?

d. What groups in our society seem to experience discrimination/racism?

e. What do you think are the most common forms of discrimination/racism?

f. If you think that you have been discriminated against, what can you do about it?

Older students may research several definitions of racism and work out a definition acceptable to the class. Younger students might be given Gay's definition on page 208 of this Guide. Be sure that students understand the relationship of attitude and behavior in prejudice, discrimination, and racism. Scenarios for each might be prepared by the teacher, asking students to identify each scenario as an attitude, behavior, or both.

One means by which prejudice, discrimination, and racism may be perpetuated is through the media. Examples of this in contemporary media are usually far more subtle than those of a generation ago. They are still present, however, and students need to know to recognize them in both print and electronic media.

A number of strategies may be utilized for this purpose. Current news articles on a controversial racial issue from newspapers or magazines of opposing political outlooks may be analyzed for bias, slant, and point of view. *Toms, Coons, Mulattoes, Mammies, & Bucks* contains several short quotes from film publicity that are blatantly racist. These might be discussed by the class as examples of specific types of prejudicial statements. The more common types of prejudicial statements include scapegoating, red herring technique, name calling, and card stacking.

At this point, form small discussion groups of students who have read different titles, explaining that all of the texts deal to some extent with the problems of discrimination/racism. These varied experiences may be shared within the group through a data retrieval chart similar to the one on the next page. In this activity, point out that discrimination and racism need not be planned or deliberate. Encourage the groups to focus on such hidden discrimination/racism as well as the more obvious examples.

The next activity involves research into the most common ways discrimination/racism affect housing, employment, and education. One way of structuring this activity is to divide

(8) Data Retrieval Chart

EXAMPLES OF DISCRIMINATION/RACISM IN UNIT SOURCE BOOKS

Farewell to Manzanar	*I Am Joaquin*	*When the Legends Die*	*Toms, Coons, Mulattoes, Mammies, & Bucks*	*I Know Why the Caged Bird Sings*	*The Friends*

the class into three groups, with each group studying one of the above areas. The objective is to learn ways in which discrimination/racism occur, legal remedies for them, and other solutions for the problem.

(9) Research

Choose to research discrimination/racism in either housing, employment, or education. Look for documented examples of discrimination/racism, legal remedies for discrimination/racism, and the effectiveness of these legal remedies. Conclude your report by proposing additional solutions for dealing with the problems of discrimination/racism.

A conclusion to this research activity is to have students revise their responses to the story about Ms. Smith, adding new courses of action and consequences based on their research. This list should now undergo considerable expansion; students should be encouraged to share the information they discovered.

For an historical perspective on discrimination/racism, the topic of nativism, a movement designed to restrict immigration and to protect the interests of native-born Americans, is an effective conceptual vehicle. In addition to some of the book texts, *Strangers at the Door* contains a chapter on this subject (pp. 227-31).

Read or summarize the section on nativism in *Strangers at the Door*. Then ask students to identify groups or individuals from the reading that could be researched in order to learn more about nativism. A complete list from the reading includes:

a. Order of United Americans or the Order of the Star-Spangled Banner ("Know-Nothings")
b. American Protective Association
c. Immigration Restriction League
d. Thomas Bailey Aldrich
e. Senator Henry Cabot Lodge, Sr.
f. Senator Pat McCarran
g. Senator Joseph McCarthy

(10) Research

Using a list of groups and individuals involved in nativism, choose one to research from one or two sources in the library. Prepare a one-page summary to share with others, including any laws that may have resulted from the activities of the individual or group.

As students complete their research on nativist groups and individuals, ask them to compare findings and focus on:

a. What values did these individuals or groups have in common?

b. Why do you think they held these values?

c. What methods did they use to achieve their goals?

d. To what extent did they achieve their goals? Did you find any laws that were passed as a result of nativist demands?

Answers to the last question may include the Chinese Exemption Act (1882), the Foran Act (1885) which prohibited the importation of contract labor, the literacy bill (1917), the Johnson Act (1921) which established the first nationality quota system, and the even more discriminatory quota system in the Johnson-Reed Act (1924). Reflect with students upon the relationships between nativist activists, restrictive legislation, and the examples of discrimination/racism they found in the unit titles.

A tragic example of the ultimate result of a century of anti-Asiatic activity on the West Coast was the internment of 110,000 Japanese Americans in "relocation camps" during World War II. Although most of the evacuees were American citizens and few German or Italian American citizens were interned, the evacuation of all the Japanese Americans in the West was endorsed by men like Earl Warren and patriotic groups such as the American Legion and the Native Sons of the Golden West. The evacuation order (Executive Order 9066) was signed by President Roosevelt. One of the Japanese American evacuees was seven-year-old Jeanne Wakatsuki; her story is told in *Farewell to Manzanar*.

Select a passage from *Farewell to Manzanar* which is descriptive of the racist discrimination suffered by the Japanese Americans (perhaps pages 20-24 for the description of the camp and the humiliating lack of privacy endured by its inhabitants). Read the passage to the class so that everyone may share in the discussion to follow. Ask students who have read the entire book to act as "experts" during the discussion. These "experts" may generate their own questions; some suggestions are given below.

Topics for discussion:

a. What federal or state laws passed prior to World War II seemed to be directed against Asian Americans?

b. What effect did these laws and the groups that lobbied for them have no multiethnic relations in the West?

c. What tragic event contributed to the decision to intern 110,000 Japanese Americans? Why were Japanese Americans interned and not German or Italian Americans?

d. What traditional Japanese values are apparent in this selection? How were these values destroyed or maintained only under great difficulty in the camps?

e. What was the initial effect of internment on Mrs. Wakatsuki? The younger children? The young married couples?

f. How would you have felt if you had been interned? Would you have gone peacefully or resisted?

The following activity may be divided in ways suitable to varied age and ability groups; a younger student might simply locate Executive Order 9066, while an older student might compare and contrast changing majority values from primary sources.

(11) Research

Review pages 91 and 92 in *Farewell to Manzanar;* these pages briefly summarize three major legal challenges to the evacuation of the Japanese Americans. Find a copy of Executive Order 9066, the official evacuation order signed by President Roosevelt. Locate newspaper accounts from early 1942 which might reveal public attitudes toward Japanese Americans at the time. Use this data to test the hypotheses that most Americans supported the evacuation of Japanese Americans in 1942.

If you wish to find further data, look for newspaper or magazine accounts about Japanese Americans published in 1944 or 1945. How does this data reveal changing white American attitudes toward Japanese Americans? What factors and events brought about these changed feelings? What is the present status of Executive Order 9066 and the legislation which authorized the establishment of relocation camps?

To conclude this theme, a student who read *Farewell to Manzanar* might report to the class about what became of the Wakatsuki family after the war ended and the camps were closed.

Economic Exploitation

In our society, perhaps the most dominant value is that placed upon success. Success is often mentioned as being synonymous with the "American Dream"; immigrants as well as native-born Americans struggled all their lives to get it.

Despite laws which are supposed to guarantee equal access to the marketplace, ethnic minorities have traditionally been denied equal access to employment, production, and capital. Some minorities have largely overcome this economic exploitation; others, especially women and some non-white minorities, have not. Today, women and non-whites are often tracked into low-paying jobs, allowed scant control over the production of goods and services, and denied access to capital for self-help and improvement.

Of all the forms of discrimination in our society, economic exploitation is perhaps the most destructive. In a dominant culture which places great value on success, to be economically exploited is to be both poor and powerless. Results of this poverty and powerlessness are seen in substandard housing, poor health, and social and political alienation. Therefore, a brief thematic development of economic exploitation is offered for those teachers wishing to give it special emphasis.

Begin this theme by questioning students about examples of economic exploitation that they found in their reading. The data retrieval chart on Activity Sheet 5 may be used for teacher reference as a discussion guide or reproduced for student use.

(12) Data Retrieval Chart (see Activity Sheet 5)

Follow-up discussion to Activity Sheet 5 should focus on:

a. What do you think of the values of the exploiters? The exploited?

b. Which example from *I Know Why the Caged Bird Sings* shows a particularly vicious kind of economic exploitation—pitting one ethnic minority against another? (p. 177) What effect did this example have upon Japanese Americans who were placed in relocation camps?

c. How did the following succeed at least to some extent in getting revenge on their exploiters: Tom Black Bull? (*When the Legends Die*) Mexican American vigilantes? Black American "con" men? (*I Know Why the Caged Bird Sings*, p. 190) Japanese Americans in December of 1942 when a Japanese cook was arrested? (*Farewell to Manzanar*, pp. 52-55) Independent black American film makers?

A key component in ethnic upward mobility is the availability of capital for self-help and improvement. For some non-white minorities, in particular, chronic shortage of capital for economic progress has resulted in deteriorating homes and

Student Activity Sheet 5

ECONOMIC EXPLOITATION

KEY PROBLEM:	*Farewell to Manzanar*	*I Am Joaquín*	*When the Legends Die*	*I Know Why the Caged Bird Sings*	*Toms, Coons, Mulattoes, Mammies, & Bucks*	*The Friends*
Describe the examples of economic exploitation given in the episodes listed on this chart.	1. personal property lost during evacuation	1. Mexican land grants after 1848	1. poor Indians robbing other poor Indians (p. 12)	1. migration of southern blacks to the north	1. limited roles for Afro-American actors	1. Calvin Cathy as a restaurant owner
	2. ways of getting out of the camps	2. "Progress" and Anglo success	2. Blue Elk's actions toward Tom	2. Maya as a cleaning girl for whites	2. black-exploitation films of the '70's	2. Edith's exploitation of white society
	3. typical jobs held before and after evacuation	3. typical jobs held by Mexican Americans	3. Tom as a rodeo rider	3. competition among ethnic minorities in San Francisco during WW II		

neighborhoods and local businesses which are owned by whites living outside the ethnic community.

(13) Research

Find out what the sources of capital are in your community. The items below might serve as a field-study check off list:

- ☐ Which local banks are locally owned or controlled?
- ☐ Which local banks write loans and mortgages in the community? Has your community been "redlined"?
- ☐ Contact the local Chamber of Commerce or businessmen's association. What percentage of businesses in the community are locally owned?
- ☐ Check at City or Town Hall to find out the percentage of public employees working in your community who actually *live* in the community.
- ☐ What state and federal programs are presently operating in your community? Check on: housing, job training, schools, and health care.
- ☐ What social or political organizations in your community are actively involved in economic improvement projects? Describe.

Power/Powerlessness

The struggle for power is a constant reality both within and between ethnic groups. In this power struggle ethnic minorities must compete with the dominant white Protestant majority.

The results of powerlessness are examined in most of the books. To introduce dialogue on powerlessness among ethnic minorities, read as an open-ended values account pages 199-206 from the novel *Ragtime* to the class. Teachers may wish to modify some of the language on page 203 for some students. As you begin, explain to the class that in the novel Coalhouse Walker is a self-employed ragtime pianist, a black man of great dignity who is the proud owner of a spotless Model T Ford.

After listening to the selection from *Ragtime*, ask:

a. In what ways is Mr. Walker's powerlessness revealed in this incident?

b. What values does Walker cherish? What values are important to the firemen?

c. "It occurred to Father one day that Coalhouse Walker Jr. didn't know he was a Negro." (*Ragtime*, p. 185) What is meant by this statement? How does the truth of this statement, in the setting of the early 1900's, help to bring about the incident in front of the firehouse?

d. What do you think are the possible outcomes of this incident? What are the possible consequenes of each outcome?

These outcomes and consequences may be discussed, written, or role-played. Students may wish to know how the story turns out in the novel. Perhaps this is the most shocking indictment of the consequences of powerlessness, for Coalhouse Walker is killed by police after he kills eight men in retaliation for the destruction of his automobile *and* his dignity as a human being.

Form students into clusters for each book. Ask each group to discuss key questions from their book, taking notes to be shared later with others. The key questions are:

a. *Farewell to Manzanar.* How did the powerlessness resulting from relocation emotionally and economically destroy Mr. Wakatsuki, endanger the family structure of Japanese Americans, and contribute to the insecurity of Jeanne's high school years? How did Japanese Americans explain their compliance with the evacuation order?

b. *I am Joaquín.* What have been the political, social, and economic consequences of the loss of Mexican American land grants which were guaranteed in the Treaty of Guadalupe-Hidalgo in 1848? How is this loss of land related to powerlessness?

c. *When the Legends Die.* How is Tom's powerlessness revealed in his attendance at an Indian school, in the loss of his pet bear, and in his career on the rodeo circuit?

d. *I Know Why the Caged Bird Sings.* How is black powerlessness shown when Maya's grandmother takes her to see the local dentist? In what way does Maya pretend that her grandmother defied the dentist? What really happened? (pp. 156-64)

e. *Toms, Coons, Mulattoes, Mammies, & Bucks.* How did the movie stereotypes and cinema themes reveal the powerlessness of black American entertainers until recent years? How did this professional powerlessness affect the personal lives of some black entertainers?

f. *The Friends.* Contrast the "city-wise" ways of Edith Jackson with the fear of city life held by Phyllisia Cathy. How is Edith's outward show of power destroyed by circumstances that are beyond her ability to resist? How does Phyllisia's father, Calvin, try to compensate for his feelings of powerlessness?

When students finish discussing these key questions in separate groups, reform the clusters so that each group contains students who have read varied unit titles. Key questions may then be compared. This could also be done as a whole class activity or written in groups on a data retrieval chart.

Another way of looking at power is to examine ways in which ethnic groups or individuals have used power successfully to gain desired objectives.

(14) Research

Use the ethnic group you researched at the beginning of the unit. Add to your data by finding evidence of social, political, or economic organizations and leaders in the ethnic community that have sought to increase the power of the ethnic group. List and describe each group or individual.

Many of the unit books offer examples of the successful use of power. Focus consideration of the successful use of power around these topics for discussion:

a. How does Jeanne Wakatsuki use her personal talents to achieve power in a white American high school?

b. What is the crucial role of Mexican American culture in the struggle of the Chicano movement for power in the Southwest?

c. How does Tom Black Bull eventually experience a personal renewal of power after years of humiliation in the rodeo?

d. What does Maya Angelou in *I Know Why the Caged Bird Sings* have to do in order to achieve personal power as a respected author and poet? What double jeopardy does she face as a black American and as a woman?

e. What changes in the film industry have made some recent black American films more truly representative of black American life?

f. How does Phyllisia Cathy in *The Friends* gain personal power and respect after her mother's death and the probable loss of her friend, Edith?

Cultural Diversity/Cultural Assimilation

Ethnic groups in America are culturally diverse because of factors such as varied origins, languages, religions, and race.

Yet all of these groups have acquired at least some culture traits of the dominant white Anglo-Saxon Protestants and that dominant group has incorporated much from every minority group. Some white ethnic groups, such as German Americans, are highly assimilated into the dominant WASP culture and thus may no longer be considered culturally diverse. Newer immigrants to America, such as some Haitians or Vietnamese, may have absorbed little of the dominant culture to date.

Within each ethnic group there are varying degrees of cultural diversity. Generally, the higher the individual's socioeconomic status, the more culture traits of the dominant group are present. Urban ethnic groups also tend to absorb dominant culture traits at a faster rate than suburban or rural ethnic minorities. Such individuals are considered bicultural; outwardly they appear culturally assimilated into the dominant mainstream, yet they may still celebrate ethnic holidays, prefer to eat ethnic foods, or maintain close ties with an ethnic church or community. Non-white Americans who are culturally assimilated may still experience racism because of their color. Thus, for many Americans, the old ideal of an ethnic melting pot simply has not occurred. And if they thought it had, many would probably reject the concept.

This theme examines the related, yet different, anthropological concepts of cultural diversity and cultural assimilation. A major thematic objective in the exploration of these concepts is to question the melting pot myth. Still another objective is to show a rich variety of thought and lifestyle which exists within ethnic groups. A third, yet equally important objective is to show that no matter how culturally assimilated non-whites may be, they may still experience racism in a society that has not yet learned to be color blind.

Cultural diversity between and within ethnic groups usually involves values differences. While the dominant culture generally assumes that the values it cherishes may be best for all, ethnic minorities may cherish a very different set of values. Values differences between the dominant culture and ethnic minorities are sometimes in direct conflict.

A poignant example of values conflict in a culturally diverse society is shown in the following passage. Spoken by an elderly American Indian woman, she decries the destruction of the land by whites.

> The White people never cared for land or deer or bear. When we Indians kill meat, we eat it all up. When we dig roots, we make little holes. When we build houses, we make little holes. When we burn grass for grasshoppers, we don't ruin things. We shake down acorns and pinenuts. We don't chop down the trees. We only use dead wood. But the White people plow up the ground, pull down the trees, kill everything. The trees says, "Don't. I am sore. Don't hurt me." But they chop it down and cut it up. The spirit of the land hates them. They blast out trees and stir it up to its depths. They saw up the trees. That hurts them. The Indians never hurt anything, but the White people destroy all. They blast rocks and scatter them on the ground. The rock says, "Don't. You are hurting me." But the White people pay no attention. When the Indians use rocks, they take little round ones for their cooking . . . How can the spirit of the earth like the White man? . . . Everywhere the White man has touched it, it is sore.*

After reading this to the class, ask:

a. What values conflict does the old woman describe?

b. What examples does she give of values conflicts between Indians and whites?

c. What are the *positive* aspects of these Indian values? White values? The *negative* aspects of Indian values? White values?

d. How could the values conflict described here lead to violence, warfare, and death?

e. In this kind of values conflict, which set of values will probably prevail? Why? Will these values prevail because they are "right" or "best"?

After discussing this values conflict, have students individually consider values differences they found in one of the source books. After they have taken brief notes on these values differences, place students who have read different titles into small groups. A suggested task for each group is to share their notes on values differences and complete a data retrieval chart such as the one given on the next page.

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*T. C. McLuhan, ed., *Touch The Earth: A Self-Portrait of Indian Existence* (New York: Pocket Books, 1971), p. 15.

(15) Data Retrieval Chart

KEY QUESTION:	*Farewell to Manzanar*	*I Am Joaquín*	*When the Legends Die*	*I Know Why the Caged Bird Sings*	*Toms, Coons, Mulattoes, Mammies, & Bucks*	*The Friends*
What evidence of values differences did you find in the book(s) you read? These differences may be either *between* ethnic groups or *within* a particular group.						

Follow-up questions to the data retrieval chart include:

a. What evidence did you find of values conflict between ethnic groups?

b. What evidence did you find of values conflict within one ethnic group?

c. Which individuals in the books accepted the values of the dominant white group? What are the advantages and the disadvantages of doing this?

d. Which individuals rejected the values of the dominant white group? What are the advantages and disadvantages of doing this?

e. Which individuals accepted some dominant white values and rejected others? What are the advantages and disadvantages of this?

Some members of ethnic minorities who are discriminated against and rejected by the dominant white group may—particularly if non-white—turn to separatism as a viable lifestyle. Black Americans, Mexican Americans, and American Indians are ethnic minorities with especially strong separatist movements. These separatist movements further illustrate cultural diversity within ethnic groups.

(16) Research

Find out about separatist movements within one ethnic group. If possible, select the ethnic group you researched at the beginning of the unit. Look for: separatist leaders, organizations, methods, goals. Conclude your research with a summary statement on the effectiveness of separatism within this ethnic group and in relation to society as a whole.

When two or more ethnic groups exchange aspects of their culture, the process of acculturation is taking place. This exchange has been common throughout our history. Unfortunately, the culture traits the dominant group "gave" to ethnic minorities have often been stressed, while the traits ethnic minorities have contributed to American life have been ignored, demeaned, or considered only superficially.

Most writers about American culture believe that jazz is the most, and perhaps the only, original cultural contribution we have made to the world. Besides the immense popularity of American jazz abroad, it is an excellent example of acculturation within American society.

(17) Research

Find out about the origins of jazz—African, French, American. Know differences between various jazz forms: rags, blues, swing, bop, cool jazz, etc. Determine the relationship between jazz and rock. Bring brief recordings of jazz forms to class and share them with others.

Follow up this research by discussing the best-known jazz artists.

Assimilation works in both directions. One of the sources of cultural diversity in the United States has always been the willingness of the majority to take, on one level or another, what a different culture has to offer.

(18) How many popular foods can you think of that have been adopted by many Americans, but whose origins are not American-based? List them, along with their place of origin. A good start might include: pizza—Italy; frankfurters, sauerkraut—Germany; tacos—Mexico; fish and chips—England; pastrami—Eastern Europe; chow mein—China.

At this point, students should have a good data base for at least one ethnic group in addition to their own. By researching and sharing information with others, students can expand their knowledge of ethnic contributions to American life by doing the following activity:

(19) Based on your research, choose one ethnic group and list the contributions it has made to American life in the following areas: scientific, historical, cultural, social, economic and political. Where possible, associate a name with an event or achievement.

Identity

Groups and individuals have a need to develop, maintain, and cherish a positive identity. American ethnic groups have, in recent years, become increasingly conscious of their identity and they express this identity in a variety of ways. If an individual or a group is prevented from developing and nurturing a positive identity, serious problems for both the individual and society may occur.

This final unit theme explores the psychological concept of individual and group identity—how it is maintained and asserted and what obstacles are encountered in its development.

In American society, dominated to a great extent by the white majority, ethnic minorities have often found themselves stereotyped and dehumanized. As students examine black stereotypes from films, for example, focus discussion on the *results* of stereotyping as well as the stereotypes themselves.

On the blackboard, list the black stereotypes given by Donald Bogle in *Toms, Coons, Mulattoes, Mammies, & Bucks* (p. 2)

a. the tom
b. the coon
c. the tragic mulatto
d. the mammy
e. the brutal black buck

Ask students to hypothesize the definition of each stereotype, perhaps having those students who have read the book act as "experts."

When the class has developed working definitions of these stereotypes, ask the "experts" to form a panel and share with the class the outcomes of the stereotyping discussed in Bogle's book.

Follow-up questions for the class or small groups might include:

a. How does the stereotyping of black Americans in films limit the kinds of films that are produced about them?

b. How do the stereotypes black Americans and whites have for each other help create a climate of fear and dislike in *I Know Why the Caged Bird Sings?*

c. Why does Phyllisia Cathy in *The Friends* at first reject the friendship of Edith Jackson? What does Phyllisia see in Edith that is difficult for her to accept? What does she fail to see in Edith at first?

d. What role did stereotyping play in the forced evacuation of Japanese Americans during World War II? Why were almost no exceptions made to the evacuation order?

e. What are common stereotypes of Mexican Americans? What have been the unfortunate outcomes of these stereotypes?

f. What have been the outcomes of stereotyping for American Indians? Why was it necessary to "dehumanize" them in order to destroy most of their culture? In what ways was Tom Black Bull nearly destroyed by the dominant white culture?

g. Besides stereotyping, what are some other ways that a group or an individual can lose identity?

A more positive way of examining identity is to explore ways that people struggle to preserve and assert identity. This struggle is considered to some extent in all of the texts.

(20) In an essay based on a book you read, describe how

a major character or an ethnic group has struggled to preserve individual or group identity. You may add additional data from outside reading and research.

Depending on ages and abilities, either before or after assigning the above essay, focus on some synthesizing questions dealing with the preservation of identity. Younger groups should consider the last question first.

a. What recent films about black Americans indicate a more realistic look at black identity?

b. What steps did Maya Angelou take to assert her identity as a black woman and yet learn to be tolerant of others?

c. What events forced Phyllisia Cathy in *The Friends* to examine her own identity and accept differences in others?

d. Why did Jeanne Wakatsuki Houston write *Farewell to Manzanar*? In her own life, how has she both asserted and denied her identity?

e. By what means are Mexican Americans preserving their identity?

f. What varied attempts does Tom Black Bull make to preserve his American Indian identity? In what way is hope offered, at the conclusion of *When the Legends Die*, that Tom may be able to preserve at least some elements of his identity?

g. In what ways do you maintain your personal identity? Your ethnic identity?

Culminating Activities: Multiethnic Studies

As the unit concludes, students may:

(21) re-take the "Ethnic Literacy Test," comparing before-and-after scores;
(22) update and complete research on one ethnic group initiated at the beginning of the unit;
(23) complete Activity Sheet 2 which summarizes thematic learning;
(24) finish genealogical charts on Activity Sheet 3;
(25) submit a final copy of an essay on the "melting pot" or "cultural diversity" which should reflect considerable change from the first copy.

A final culminating activity for the unit is an Ethnic Cultural Festival to celebrate both the material and nonmaterial contributions of ethnic groups to American life. Suggested inclusions in the festival might be: food, clothing, films, music, drama, art, and literature. Allow students enough time to carefully plan and prepare for the festival. Be sure to include nonmaterial as well as material contributions of ethnic groups to American life.

(26) As the concluding activity for Multiethnic Studies, help plan and participate in an Ethnic Cultural Festival. Try to include as many ethnic groups as possible, emphasizing the rich nonmaterial as well as material contributions.

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The Friends, Rosa Guy
I Am Joaquin, Rodolfo Gonzales
I Know Why the Caged Bird Sings, Maya Angelou
Ragtime, E. L. Doctorow
Strangers at the Door, Ann Novotny
Toms, Coons, Mulattoes, Mammies, & Bucks, Donald Bogle
When the Legends Die, Hal Borland

Suggested Additional Bantam Multiethnic Titles

The Color of Man, Robert Cohen
Nilda, Nicholasa Mohr
Nunaga: Ten Years of Eskimo Life, Duncan Pryde

Black Americans

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Africa Yesterday and Today, Clark D. Moore and Ann Dunbar, eds.
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Black Rage, William H. Grier and Price M. Cobbs, M.D.'s
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The Contender, Robert Lipsyte
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The Day of the Drones, A. M. Lightner

Five Smooth Stones, Ann Fairbairn
Freedom Road, Howard Fast
Gather Together in My Name, Maya Angelou
Getting Ready: The Education of a White Family in Inner City Schools, Lois Mark Stalvey
Jubilee, Margaret Walker
Just Give Me a Cool Drink of Water 'fore I Die, Maya Angelou
Mumbo Jumbo, Ishmael Reed
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UNIT V

Rebellion and Reform

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OVERVIEW

Change in America is explored in this unit through the related concepts of rebellion and reform. Born in revolution, this nation was organized by political innovation, expanded through conflict, torn by civil war, altered by reform. Change has thus been a constant in the lives of most Americans. Moving, building, buying, breaking, creating, organizing: Americans involve themselves so naturally in change they are often unaware of its implications.

It is the causes, the nature, as well the the implications of rebellion and reform that provide structure to this unit. These related concepts are first combined in a simulation which stresses problem-solving as an alternative to blind rebellion; then rebellion and reform are examined separately but with concern for their interrelationships.

Thematic activities focus on people as they influence institutions, events, and ideas. Students do not "study the Constitution"; they examine the Constitution as a living document protective of individual rights. Wars and reforms are not viewed merely as statistics or bureaucracies; they happen because of the actions of people. "Suppose they gave a war and nobody came?"

Six titles have been selected which fit unit themes and offer a reading level range from grades 7-12. These are: Fast's *April Morning*, Crane's *The Red Badge of Courage*, Lawrence and Lee's *The Night Thoreau Spent in Jail* and *Inherit the Wind*, Gaines' The *Autobiography of Miss Jane Pittman*, and Steinbeck's *The Grapes of Wrath*. They offer a varied assortment of long and short readings spanning much of American history and representative of its literature. Each title relates to the dual concepts of rebellion and reform.

Also included in the unit is one teacher reference copy of: Scott's *The Ballad of America;* Rossi's *The Feminist Papers;* Krutch's *Thoreau: Walden and Other Writings;* Doctorow's *Ragtime;* and Stanford's *Peacemaking*. Short readings and activities from each are found in the unit; additional copies may be ordered from the publisher. Complementary materials for students from other sources are included in this guide. Ditto masters for these are available.

This unit of STUDY AMERICA focuses on the related concepts of rebellion and reform, first through a simulation intended for whole-class use, and then by flexible large- and small-group activities dealing with each concept. The teacher may concentrate on these materials or use them as a foundation for further exploration.

The organization of this unit combines large-group gaming with small- and large-group activities more directly related to the texts. Each section contains culminating activities to pull thematic understandings together, drawing from all of the book texts. Some activities are presented as "Handouts" or "Student Activity Sheets." Ditto masters for these are available.

This unit provides all the materials for a thematic unit in a year-long, interdisciplinary American Studies course. At the same time, the materials are ample and varied enough to be used as a minicourse on rebellion and reform, or to supplement an existing American history or literature course.

RATIONALE AND UNIT DESCRIPTION

Our study of change further identifies the nature of rebellion and reform, applying problem-solving techniques to these concepts and offering data to show that most societal and individual problems *are* solvable. Various problem-solving alternatives are presented through gaming in a Rebellion and Reform Simulation. Difficult issues from America's past and present are explored with emphasis on their positive solutions.

People make rebellions and people generate reform. From the exertions of people institutions are created which see to the order of society; from the actions of people events transpire; from the intellect of the people come the ideas which shape both nation and individual. What Americans built, how we acted, and how we thought form the raw material in this unit. From this data, students explore the history of change in America.

Rebellion is examined in this unit through a study of group rebellions such as the American Revolution and the Civil War and personal rebellions such as those of Henry David Thoreau and Abigail Adams.

Reform in America spans six periods, from the early National Period to the present. Although this chronology structures the concept to some extent, many activities are designed to survey a particular reform movement from its inception (perhaps in the Jacksonian Era) to the present. Students are given opportunities to select reforms and reformers of their choice; more structured activities give special emphasis to the abolitionist, civil rights and women's movements.

Bantam Materials

Six books are used as basic course readings. Through novels and plays of several historic periods, these selections provide a rich variety of humanistic experiences for the student. In the order they are discussed, they are: Fast's *April Morning*, Crane's *The Red Badge of Courage*, Lawrence and Lee's *The Night Thoreau Spent In Jail*, Gaines' *The Autobiography of Miss Jane Pittman*, Steinbeck's *The Grapes of Wrath*, and Lawrence and Lee's *Inherit the Wind*.

Additional source materials complement the unit texts. Some of these may be found in the teacher reference copies of Scott's *The Ballad of America*, Rossi's *The Feminist Papers*, Krutch's *Thoreau: Walden and Other Writings*, Doctorow's *Ragtime, and* Stanford's *Peacemaking*. Other primary materials are included in this guide as Student Activity Sheets.

Student activities which accompany the unit readings are ample and varied. They have been designed to be adaptable to both short and long unit lengths, and contain both structured and unstructured strategies. Together they are geared to skill levels from grades 7-12. Note throughout this guide the teacher copy of Student Activity Sheets, which are provided on ditto masters in a packet in the STUDY AMERICA program.

Student Activities (the activity number is in parentheses) and Student Activity Sheets (Handouts) have been numbered. Activities 1-39 and Handouts 1-4 are specifically connected to unit themes.

Handout 1 explains a problem-solving simulation of planned and random instances of rebellion and reform. This and Activities 1 and 2 provide ample reading time for students to complete one book text. Remaining activities apply more directly to unit titles.

Activities 3-7 and Handouts 2 and 3 deal with the American Revolution. Included are activities involving music, history, literature, geography, and economics.

Activities 8-10 focus on the role of civil disobedience in bringing about change, using the writings of Henry David Thoreau.

Activities 11 and 12 reflect various aspects of the Civil War.

Activities 13 and 14 concern the theme of individual freedom. This theme is also discussed in Activities 15-20, but in the context of war.

Culminating Activities 21-24 pull together thematic understandings about rebellion, using all of the unit texts.

Activity 25 begins text-related learning strategies about reform. This activity is a study of the Triangular Trade and implies the early necessity to end slavery, a need obvious almost from its inception in America. Activity 26 offers research opportunities into many aspects of the abolitionist movement.

Activities 27 and 28 explore the history of women's rights in America, and Activity 29 surveys the peace movement.

Activity 30 concerns conditions in the south during Reconstruction and the long-term results of its failure.

Activity 31 reveals the reform links and achievements between rural Populists of the nineteenth century and urban middle class Progressives of the twentieth.

Activity 32 provides opportunities for students reading various titles to share evidence of stereotyping through labelling in the unit texts.

Activity 33 researches major human and institutional reforms of the New Deal, with follow-up references to those reforms still in effect today.

Handout 4 and Activity 34 relate to contemporary life and reform in the Bedford-Stuyvesant district of New York.

Activity 35 is an unstructured strategy utilizing independent study to examine a contemporary reform movement of the student's choice.

Activities 36 and 37 are culminating activities for the study of reform. Activity 36 is a major essay which can draw from any of the book texts, and Activity 37 affords students an opportunity to become active in a local reform organization.

Activities 38 and 39 are culminating activities for the entire unit. Both refer to work commenced earlier in the unit and constitute evaluative strategies for Unit V.

Teacher guidelines and teacher-directed classroom activities accompany the above material. Although they are explained in detail, the teacher may alter them or use them as a point of departure for his or her own activities. In the text, the classroom guidelines and activities are given first; activity instructions for students follow, with numbers in parentheses.

Although this unit is flexible enough to be used in either a highly condensed or expanded form, it will easily fit, without alteration, into a span of eight weeks.

Basic Skills Enrichment

Many teachers will wish to use the source material for this unit as the basis for activities which increase the student's competence in basic skills. See the "Skills Enrichment" section, p. 327, for skills activities organized into the following four categories: study skills, oral skills, vocabulary skills, writing skills.

BEHAVIORAL OBJECTIVES

Having completed Unit V of STUDY AMERICA, students will be able to:

1. Set up and test hypotheses relating to reform and rebellion.
2. Analyze their experiences in a simulation game in terms of how, why and in what kind of situations reform occurs and the complex factors that may trigger rebellion.
3. Cite examples of rebellion or reform during a major historical period in the United States.
4. Compare and contrast the experiences of fictional characters with rebellion during the American Revolution and the Civil War; further contrast these experiences with those of Henry David Thoreau.
5. Evaluate the effectiveness of attempts at rebellion as experienced by Henry David Thoreau and participants in the American Revolution and Civil War.
6. Evaluate sources of information by comparing the de-

scription of a historical event as depicted in a historical novel with those of eyewitness accounts.

7. Describe the role of blacks during the American Revolution.

8. Explain what Abigail Adams meant when she asked John Adams to "remember the ladies."

9. Analyze the Revolutionary War debt of the United States in terms of to whom the debt was owed and the possibility of its repayment.

10. Make inferences about what Henry David Thoreau would have said in relation to the Constitution, anarchy, individualism, and freedom.

11. Cite examples of the role immigrant groups played during the Civil War.

12. Organize data drawn from their reading in a logical manner such as a retrieval chart.

13. Identify the general elements that characterize reform movements.

14. Analyze a reform movement in terms of the above characteristics.

15. Describe the work of a specific individual or organization during the abolitionist and women's movements.

16. Identify the demands of the Populist Party Platform which have since become law.

17. Evaluate as a reform movement the Scopes "Monkey" trial dramatized in *Inherit the Wind*. Cite examples from the contemporary scene which relate to the same issue.

18. Collect and analyze examples of stereotyping.

19. Participate in a reform activity in their own community.

TIME FRAME

Dates and events given below relate to understandings and activities in the unit.

1773	Boston Tea Party occurs.
1775	Battles at Lexington and Concord fought.
1776	Declaration of Independence is signed.
1783	American Revolution ends.

1789	Federal Period begins.
1825–1850	Era of Jacksonian Democracy. Abolitionist movement develops. Peace movement grows. Women's movement begins.
1861–1877	Civil War and Reconstruction occur. Black Americans win and lose civil rights.
1870–1914	The Gilded Age. America becomes a world power. Urban growth and decay occur. Labor unrest occurs. Massive immigration to America. The frontier closes.
1933–1941	The Great Depression ends with the reforms of the New Deal. Reforms in government, business, agriculture.
1960–1976	Contemporary reform. Civil rights movement restores and extends minority rights. Peace movement helps to end American involvement in Vietnam. Women's liveration changes the status of women. Ecology movement revitalized by environmental crises.

STRATEGIES AND ACTIVITIES

Introduction

Conduct a brainstorming session with the whole class on the topics rebellion and reform. List responses on the blackboard as the class brainstorms for about five minutes on each topic or until the students run out of ideas. Then read over the list on rebellion with the class. Ask questions such as the following: Do any of these ideas seem to belong together? What does this set of ideas have in common that makes you feel that they belong together? Can someone think of a statement that sums up these ideas? Make a class list of the hypotheses that are derived for use later in the unit. Students should copy the list in their notebooks. Repeat the brainstorming procedure on reform. Hypotheses that contrast rebellion and reform may also be elicited.

Tell the students that they will have an opportunity to test their hypotheses as they work through a series of activities on rebellion and reform.

Rebellion and Reform: A Simulation

Introduction

Beginning this unit with "Rebellion and Reform: A Simulation" and continuing with a combination research/report activity will enable students to read one book before engaging in book-oriented activities. Students should be encouraged to test their hypotheses on rebellion and reform as they are reading.

Game Description

"Rebellion and Reform" was created as an interdisciplinary game with the goal of stimulating students to solve problems that may be, and sometimes already have been, confronted by groups or nations as members of the world family. Integrating language arts, social studies and math operations, it provides a variety of random situations which may occur in the world of today or tomorrow and calls on students to use the information of the present combined with information from the past in order to solve problems. *The goal of "citizens" and "leaders" in this simulation is to solve each problem in a realistic and humanistic way.*

The simulation can take up to five days to complete; two days for preparation, two days for competition, and one for debriefing and evaluation. "Rebellion and Reform" has been classroom tested and revised several times. It can easily be adapted to suit other units as well.

Teachers wishing to spend more time and involve students more creatively may assign members of the class to create a world map with fictitious names, information cards and other parts of the game provided here for convenience. Suggestions for creating one's own game are included on page 255.

Students are assigned to a country by lot. They review the particular characteristics of their nation with other students and participate in the election of leaders. They decide on an overriding goal for their country. They then attempt to solve a series of national and international problems drawn from a set of event cards. The success or failure of a particular country is determined by the discussion and debate within each nation, the alliances and agreements formulated with other nations, and the results of "chance" events. Two important questions which should be raised by the game are how, why, and in what kind of situation does reform begin, and what are some complex factors that may trigger rebellion? Each country's members and leaders should decide what their goals will be at the beginning of the game. Possible goals may be decided based on students' knowledge of history. Or, if need be, the teacher may suggest gaining land, wealth, prestige as some goals that countries have had in the past. Other goals might be peaceful coexistence or the formation of alliances. Nations should also decide whether they wish to use peaceful or aggressive methods to achieve their goals.

The components for playing "Rebellion and Reform" include: a world map; Situation Cards; Information Sheet Handout; Event Cards; and Individual Tally Sheets.

The *Situation Card*, which each student draws to start the game, assigns him/her to a country and it also contains information about that country. Natural resources, needs, population, wealth, military strength are some kinds of information provided. Any information which makes the country unique, such as geographical location, or a history of belligerence is also included on the Situation Card.

The Information Sheet Handout summarizes information about all countries on the map, whether or not they are drawn by students. A country not drawn by anyone should be considered neutral and should be ignored. It may not be overrun by a playing country. The Information Sheet Handout merely repeats information on all Situation Cards.

Event Cards contain either positive or negative news. Leaders of countries are advised to draw as many Event Cards as possible during the game in order to gain money, population or militia, particularly if they decide to take an active, aggressive role in their winning. If they decide to be passive, they chance being overpowered by a more aggressive, ambitious country. Also, should they decide to remain passive, they must always have an Event Card in their possession, but they may work on negotiating with other countries which need the card. In order to get rid of a card, a country must accept something in return from the country it is dealing with. A country may not work on more than one Event Card at a time. If a country remains passive and solves a significant number of problems peaceably, it should be awarded the World Peace Prize by the *World Peace Organization.* The World Peace Prize increases the winning country's (and its allies') present wealth by 50 percent and it enables the winner to claim its allies' territory, as well as its own as its *total territory.* The World Peace Organization decides what constitutes "a significant number of problems solved peaceably."

Individual Tally Sheets are a tool for evaluation. Students must compute their individual scores at the end of the game. Directions provided on the Individual Tally Sheets instruct students to add totals for the three categories of: money, population, and militia, and to summarize their individual role in the game.

In addition to the large-group general operations described above, students are to organize in political/military ways which will help simulate real world situations. As soon as they receive Situation Cards from the Student Evaluators who pass them out at random, students should find others who have drawn their country, if there are any. Major powers should have many more representatives, because there should be more Situation Cards in the stack for major powers. Positions that should be filled by "citizens" of a country are: Leader, up to 5 Ambassadors, Military Advisors, Economic and Social Advisor. There may be some countries represented by only one student; in this case, perhaps an immediate alliance should be made with one other country so that responsibilities may be shared. For countries represented by one or two students, some doubling of roles must occur.

Two *Student Evaluators* should be elected by the class before the Situation Cards are drawn. Student Evaluators, who use the day before the game starts to study the rules, should create an evaluation page form which will make it easy for them to judge individual performances in various areas: persuasion, arbitration, reading for detail, use of detail, original thought, listening, foresight, for example.

A *Scorekeeper* uses a rough map of the world drawn on the blackboard to show changes in alliances. In preparation for play, the Scorekeeper should be assigned to devise a method of showing changed alliances, using different colored chalk or different symbols. Individual Tally Sheets at the end of the game should coincide with, but not be repetitive of, the Scorekeeper's records which are an *overall* representation of the game's events. Student Evaluators should confer with the Scorekeeper to check Individual Tally Sheets against Scorekeeper's records.

Preparation for Play Should Include:

a. *An introduction such as the following, given by the teacher.* " 'Rebellion and Reform' is being played as an exercise in using power, history and language in a positive way—to solve problems that sometimes can lead to war. One important question that you should consider during the game is how, why, and in what kind of situations does reform occur? Another is, what are some of the complex factors that may trigger rebellion? The chance element, provided by the random drawing of Situation and Event Cards will give you an opportunity to deal with real-life factors which so often play a part in creating history. The 'Rebellion and Reform' game is played with (point out each): a world map; a stack of Situation Cards; an Information Handout; a stack of Event Cards; and Individual Tally Sheet Handouts. You will each receive an Information Sheet Handout and an Individual Tally Sheet Handout."

b. *A discussion session led by the teacher.* "What kinds of events are likely to lead to war? What kinds of actions (based on knowledge of history) have successfully averted war?"

c. *The election of Student Evaluators, World Peace Organization members, and Scorekeeper.* Students elect two Student Evaluators whose responsibility is to design a checklist that will enable them to judge the performance of players. Members of the class may be encouraged to define language arts, social studies and math goals during the planning of the checklist.

Next, students elect three to five World Peace Organization members who will act as judges during the game. These members will arbitrate disputes, offer suggestions and advice when consulted, and sum up the "state of the world" at the end of the game. Once elected, World Peace Organization members must become familiar with the functions and rules of the present United Nations. (Students may be referred to Stanford's article, "The UN as Peacemaker and Peacekeeper," pp. 350-6, in *Peacemaking.*) Third, students elect a Scorekeeper, who must study (or create from the Information Sheet Handout) a world map and devise a way to communicate changes in world alliances which may occur during the struggles ahead.

d. *A quick reading of the Information Sheet Handout by all students.* Ideally, this can be done on day two of the preparation stage, and the Scorekeeper can rough out a map on the blackboard for easy reference. This preparatory reading time may also be spent on resolving any questions that have been raised.

e. *A practice game.* The practice game should follow the same play as the game plan included below, but students must "take turns" drawing cards, making decisions, and performing all the tasks that they will be performing simultaneously on day three.

To Start:

The game itself can start on day three.

1. Each student draws one Situation Card, which assigns him/her to a country and gives information about that country.

2. Once the Situation Card has been read, students should place it on their desks so that the name of each student's country is plainly visible.

3. Students search out others assigned to the same country.

4. Once students have found all members of their country, they should elect a Leader, who then appoints Ambassadors, Military Advisors, an Economic and Social Advisor, and any other "specialists" deemed necessary to the running of a country. (One-person countries may want to form immediate alliances. Major powers should have four or five Ambassadors.)

5. As soon as each country has organized, its Leader draws an Event Card.

6. With the aid of specialists and diplomats, the Leader decide what action to take as a result of the event described on the Event Card. (A country may not work on more than one Event Card at a time, but the object of the game is to solve as many problems as possible within the given time frame.)

Although aggression is one way to solve problems, there are ample rewards for remaining peaceful. The World Peace Prize (given at the end of the game by the World Peace

Organization) offers a 50 percent increase of the winner's and its allies' wealth; the acquisition of all allies' territories, and the probable resulting status as a world power. In addition, because of the winning country's non-aggressive policies, all countries are on fair to good terms with the peaceful nation and the winner can be certain that world trade will flow freely for many years.

7. Countries must always obey Event Cards, and Leaders must save these Event Cards as evidence of tasks completed.

8. Diplomats and others will refer to the Information Sheet Handout to plan the strategies they will use in dealing with other countries.

9. The Scorekeeper registers changed alliances on the blackboard map of the world.

10. If the play goes into a second day, world Leaders are responsible for keeping track of Event Cards.

11. The game should end at the end of the second day of play unless an earlier time has been established by the class before the game begins.

To Evaluate:

1. The teacher hands out Individual Tally Sheets before the game begins.

2. Students keep a tally of every problem that has been solved.

3. After the game ends, students tally the items on their Individual Tally Sheets and their Leader submits them with the appropriate stack of Event Cards.

4. Student Evaluators make their findings available.

5. The World Peace Organization announces the World Peace Prize, issues warnings or perhaps gives a "state of the world" report to conclude the activity.

6. If they have enjoyed the game, students may be able to make suggestions for modifying it for future use.

Review the rules and begin to play "Rebellion and Reform."

STUDENT ACTIVITY SHEET I

Rebellion and Reform: A Simulation

Rules

1. A nation may be considered defeated when its enemy has 20 million more of: population, militia and money than its opponent.
2. One way to get people of another country to work for you is to capture them and take their cards and debts. (Keep capture cards separate.)
3. Another way to win control over a country is by proposing a better solution to a problem drawn at random. The proposal to challenge another nation to a "war of wits" should be made in writing to the other nation with a copy sent to the World Peace Organization. Answers to the problem should be written to the World Peace Organization after *one* Leader of the nations competing draws an Event Card. The World Peace Organization has the power to *stop all play* while diplomats and citizenry of the world decide who has proposed the better solution.
4. Capture can be accomplished through drawing an Event Card or by waiting until you have 20 million more population, militia and money than another country.
5. Event Cards also have automatic losses in population, militia and money, so a country can be wiped out by a "bad" event. In that case, of course, it loses control over any countries it may control at the time.
6. Small countries must deal with large countries through Ambassadors. Large countries must send their Ambassadors to the small ones.
7. The Scorekeeper should record the name of the defeated country, and below it, the name of the victor in parentheses to keep score on the blackboard.
8. If war is averted, up to half the money, militia and population of the aggressor may be awarded to the powers responsible for averting the war. The World Peace Or-

ganization should decide the amounts and inform the Leaders of each country involved as soon as a decision is reached.

9. Nations may gain 5 million population, militia or money by forming an alliance with a small country *once*. At all other times, they must abide by the figures stated on Situation Cards.
10. To be considered "large," a nation must have more than half the population, money and militia of the largest powers on the map.
11. Other nations, no matter what their physical size, should be considered "small."

Suggestions for Physical Arrangements

A large room, or two adjoining rooms with a folding partition are ideal for this game. Signs locating major powers in opposite corners of the room, or locating "countries" to conform to their general map location to start may help students grow familiar with "citizens." Citizens of countries may wish to make signs saying what country they represent.

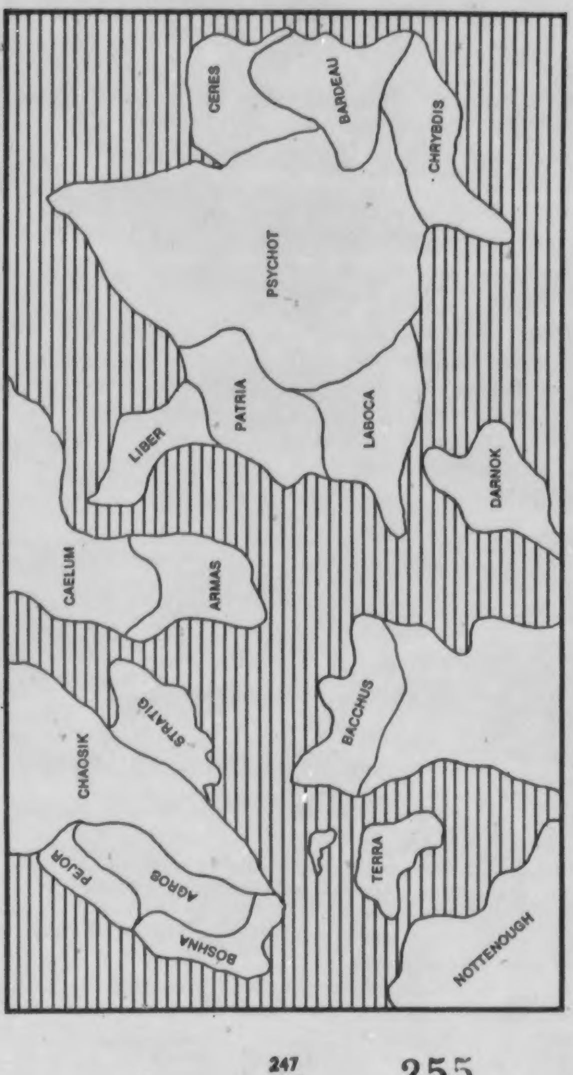
A blackboard that all can see is necessary.

A central location for Event Cards, and a fairly central location for the World Peace Organization are advisable.

Information Sheet for Situation Cards

AGROS is peaceful. The main source of employment is agriculture, but in the past decade artificial crystals companies have lured many ethnic groups to this country. There is now a shifting of values, mostly among the young. People are beginning to move to cities.
pop.: 12 million; militia: 1 million; money: 10 million; exports: crystal.

ARMAS, a good fighter, controls a vast reserve of natural resources. Limestone, iron, magnesium and gold and silver attract speculators, and the land is rich and fertile in some sections. Mountainous, it also supplies much of the world's electric power.
pop.: 12 million; militia: 5 million; money: 5 million; exports: food and natural resources.


CERES
BARDEAU
CHRYBDIS
PSYCHOT
PATRIA
LABOCA
LIBER
DARNOK
CAELUM
ARMAS
BACCHUS
STRATIG
CHAOSIK
PEJOR
AGROS
BOSHNA
TERRA
NOTTENOUGH

MAP

BACCHUS people love parties, but they are quick to anger. They don't care about wealth as long as they have a good time.
pop.: 10 million; money: 1 million; militia: 5 million; exports: fashions, arms.

BARDEAU, a peace-loving country, nevertheless may be prized during wartime because of its good workers, brilliant scientists, intricate network of land-air-water transportation and communication and plentiful food supply.
pop.: 3 million; money: 1 million; militia: 1,000; exports: machines, technical instruments.

BOSHNA is overcrowded, small, backward, and fanatic about religion. This country is currently starving because of crop failure. With an underdeveloped technology, its navy of 2 million must sail and fight in dilapidated ships.
pop.: 200 million; militia: 20 million; money: 1 million in debt; exports: hand-wrought furniture, knitted goods.

CAELUM has little. A white patch on the globe, it is wet when not frozen. Few people choose to live in this fierce, inhospitable place. However, it provides an excellent location for fighting as well as an ideal spot for launching surprise attacks.
pop.: 3,500; militia: none; money: 2,000; exports: sealskins. (Note: the raw material used in the medical discovery on Event Card #26 is sealskins; negotiate with the country that draws this card.)

CERES shares miles of border with a peaceful nation. Its major industries are diamond mining and developing atomic products. It needs manpower to work the diamond and uranium mines.
pop.: 20 million; militia 5 million; money: 100 million; exports: jewelry, atomic power (for heat and electricity).

CHAOSIK has attacked DARNOK in order to gain control of its oil (this occurs before the game begins). CHAOSIK, a major world power, is strongly industrial and needs oil for survival. Because of crop failure and a rapid population growth, CHAOSIK, for the first time this year, was unable

to supply any nations with wheat and meat. DARNOK, consequently, has been suffering famine.
pop.: 80 million; militia: 50 million; money: 30 million; exports: cars, machines, technical instruments, wheat and meat.

CHRYBDIS, a small country, considered unpredictable, having had a history of erratic governments. Controlling the world's supply of sugar makes this country a "must" in the world where there are no synthetic substitutes for sugar.
pop.: 40 million; militia: 10 million; money: 10 million; exports: sugar.

DARNOK is a good fighter with up-to-date equipment, a well-trained army and natural resources that make it the envy of the world. Oil is its main point of attraction and wealth. It has always known success. Now, because CHAOSIK cannot supply food, DARNOK suffers famine.
pop.: 15 million; militia: 8 million; money: 100 million; exports: oil, gold, silver, copper, natural gas.

LABOCA is a coastal nation and once-owner of an empire. It did nothing to help its colonies develop; eventually they broke away. PEJOR, STRATIG, and BOSHNA, former possessions, still feel cool toward LABOCA.
pop.: 24 million; militia: 3 million; money: 19 million; exports: fish, ships, cars, hides, furs.

LIBER leads the art world. It is a coastal country with thriving fishing grounds. However, the technology is so backward that much time and effort are wasted. The land is largely underdeveloped. Cities cluster around the shoreline, leaving a dead heartland.
pop.: 1 million; militia: 1,000; money: 1 million; exports: fish, paintings.

NOTTENOUGH is a white patch on the globe. A "nothing" country, it may be a shelter for scientists or for fugitives. At times in the past it has harbored criminals, and once or twice major powers chose to make it a battleground. Some powers suspect that scientists and criminal elements have joined talents in a secret plan to gain world recognition of some sort.
pop.: 4,500; militia: 1,000; money: 1,000; exports: none.

PATRIA borders on many countries. It prides itself on high religious scruples and moral standards. PATRIA has been relatively clever in avoiding border disputes, but right now, oil has been discovered on the border between it and LABOCA. Products include grapes, wine, wheat, small machines, and watches. The terrain is hilly and/or mountainous.
pop.: 20 million; militia: 1 million; money: 1 million; exports: wine, wheat, machines, watches.

PEJOR is a small country often victimized by extremes of nature. Volcanic action and torrential rains make its climate a challenge. The people, however, seem to accept life without worrying. Polygamy is practiced here. This country resents LABOCA.
pop.: 5 million; militia: 1 million; money: 1 million; exports: rice, textiles.

PSYCHOT is a major power that has been pulled into warfare by an old treaty with DARNOK. CHAOSIK, the other major power, felt impelled to attack DARNOK because DARNOK refused to supply oil. CHAOSIK, strongly industrial, needs oil for survival. A major factor in the dispute is DARNOK's lack of wheat and meat, for which it has always previously depended on CHAOSIK and AGROS. PSYCHOT has previously stayed out of world conflicts, and no one can predict its future behavior.
pop.: 80 million; militia: 35 million; money: 80 million; exports: military weapons, medical supplies, drugs, citrus fruits.

STRATIG is a most valuable country to the major powers because of location. It has capitalized on this by developing the most sophisticated spy network, as well as the most efficient radar detection devices, that the world knows.
pop.: 15 million; militia: 4 million; money: 4 million; exports: transistors, refrigeration products (a monopoly) and technological products.

TERRA, a peaceful country, has farming as a major source of employment. TERRA raises farm animals and produces the best wine in the world. In addition, TERRA has recently become a vacationland because of a high mountain range in its north.

pop.: 30 million; militia: 1,000; money: 10 million; exports: hides, wine, shoes.

There should be enough Situation Cards so that the major powers have representation proportionate to their size. This will increase the possibilities for each major power to have many Ambassadors and other Leaders. Thus, when making Situation Cards for drawing purposes, teachers and students are advised to make extra cards for major powers.

Teachers may have students write events on file cards in order to make Event Cards or they may cut event descriptions from this game and mount them on oaktag. Additional events may be added by students.

Event Cards (Draw another card if Situation Card conflicts)

1. A drought wipes out your food supply. Cost: 10% of your wealth.

2. Your newly elected ruler promised to get more land for the people if elected. Add the wealth and territory of other countries, if successful.

3. Taxes can be lowered because your population is declining. You have discovered that you are now richer by 3 million.

4. Your economy sinks by 2 million. Lack of raw materials forces your economy downward. Negotiate with another country for another source.

5. Oil is discovered. You are now 4 million richer.

6. Receive 2 million in royalties after your country makes a secret atom compound. Negotiate with the most logical powers to complete this deal. If major powers refuse, deal directly with the World Peace Organization.

7. A tornado hits the largest city in your land. Monetary cost: 1 million; population loss: 200 lives.

8. Your major product, cars, has been outlawed in five nations because of the pollution it causes. Solve the problem, but subtract 15 million from your total beginning now, and 5,000 per minute for each nation until your diplomats find an acceptable solution. The five nations outlawing are: PEJOR, PATRIA, TERRA, LIBER, and CHRYBDIS.

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9. Race riots and demonstrations occur. Cost: 5% of wealth, 1% of population.

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10. Earthquake hits. Capitol destroyed. Monetary cost: 1 million; population loss: 5,000 lives.

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11. Severe drought has spread over the eastern part of the world. Desperately in need, nations involved are willing to do almost anything for you. See each one of these countries individually to make deals. Record results.

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12. Because of a natural catastrophe, military rule prevails. The military leader of your country may do whatever he wants. Monetary cost of natural disaster: 3 million.

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13. Uranium is found on your land and this increases your wealth by 27 million. Announce your discovery to the world through the World Peace Organization.

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14. One of your rather close neighbors has been constantly admitting hijackers of your planes. To date, this has cost you 4 million.

---

15. Oil is discovered, and your profits will depend on deals made with countries in need of it.

---

16. A fanatic from your country has managed to become a military strategist. There is a bomb dropped on one of the major powers. It kills half the population. Your people have not been forewarned that a bomb of this devastating power would be used, and now your military and political system is in upheaval. First, deliver the "bomb" notice to one of the major powers. Notify the Scorekeeper. Then, as a nation, try to give aid to the

victims in the bombed country. The World Peace Organization decides how much you must pay.

17. A neighbor to your west must pay 1 million in damages because it has polluted your air. The World Peace Organization must decide *which* neighbor does the polluting and then work with you and that country to prevent further pollution.

18. There are too many men and not enough women in this country. Women are needed to complete the family unit and to work in the homes. You import help at a cost of 5% of your wealth; population doubles.

19. Your country takes a base for tactical operations. Use a country that is strategically situated. You may consider the other country overtaken when you present this card to it. Inherit its wealth.

20. Gain 15 million. The stock market, in which your country has heavily invested, has risen drastically.

21. The discovery of oil makes your country 10 million richer.

22. Leaders of one country blaspheme the religious beliefs of your country. This is done in a televised news conference. The country which has attacked your beliefs is to the west of you. Choose which one, and take action. Record the cost of the results.

23. An ant invasion from an adjoining country threatens to wipe out your civilization by devouring all vegetation. Cost: 20% of wealth, 3 million lives.

24. Several countries would like to make a "nothing" country into a world park, using refracted sunlight to create an artificial climate. The logical country for the park is CAELUM.

25. Women in your country form a political and economic monopoly. Politically, of course the country is weakened.

40% of the militia consists of women, who quit; 51% of your wealth is threatened.

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26. A new wonder drug is discovered. You must decide how to offer it to the world. Your country's amount of profit will be determined by the World Peace Organization after you have demonstrated the drug's value to the world. Potential profit: 12 million.

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27. Floods hit the same region for three consecutive years. No crops survive. Health is affected. 500,000 people suffer illness and/or plague. Monetary cost: 1 million.

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28. The former palace is burned. Suspects include spies from other nations who wish to discredit your political regime. World Peace Prize: 100,000.

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29. By force, the country to the left of you takes people from your country into slavery. Although your leaders haven't been aware of it, slowly your population has been depleted by 1,500,000.

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30. Germ warfare threatens and may become a reality. The nation closest to you on the west has the germs that kill. They want to collect 100,000 from you in return for protection against the germs.

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31. A political leader is murdered. Another country (to the east of you) is implicated. Your people demand to know reasons and to have justice. Cost of investigation: 100,000.

---

32. There is suddenly an abundance of fish in your country. 2 million people immigrate.

---

33. The land is rocky and dry. Less than half of it is livable. (If this contradicts what you have as a description on your Situation Card, draw another Event Card.) A sudden rise in population makes it mandatory for you to take action. Population increase: 16%.

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34. The country next door (choose one) has been in turmoil. Leaders are either thrown out of office or are assassinated.

Now's your chance to take over. By presenting this card, you have indicated your choice of country.

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35. Your country is awarded 5 million for being a peace-alliance country. Although it may be a mistake, the World Peace Organization gives you this money now.

---

36. Your water supply is being polluted by an adjoining country. Cost to you: 6 million.

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37. Your country develops an excellent trade center. Profits: 10 million.

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38. A tidal wave strikes, if you are a coastal country. Cost: 10% of your wealth, 1% of your population. (If you can't be struck, draw another card.)

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39. You need a particular mineral (choose one) found elsewhere. A shortage of this mineral costs you one million from the time you draw this card until your Ambassador goes to work. It costs you 5,000 for every minute (to be timed by Scorekeeper) it takes for your Ambassador to get the mineral.

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40. You win a dispute or diplomatic request with any two large powers of your choice. Gain their population *or* their militia.

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41. A dread disease is being carried to your nation by tourists. Monetary cost: 10,000; population loss: 2,000 lives.

Creative Gaming

For those teachers who wish to involve students more creatively in "Rebellion and Reform," the following steps are presented as a possible approach.

STEP I. MAKE A MAP

Include countries with their names and symbols on them representing their major projects, population, money, and militia. Use colors to distinguish countries.

Student Activity Sheet 1 (continued)

Your Name: ____________________

Your Country: ____________________

INDIVIDUAL TALLY SHEET
"REBELLION AND REFORM"

Alliance or Country Captured	Money	Population	Militia	Role in Solution

As soon as you have made an ally or captured a country, record it. For war purposes, money, population, and militia are considered yours when you have made an ally. However, remember that allies may shift loyalty. Record the Heading on the Event Card to identify the event. (Include money, population and/or militia if indicated on the Event Card.) Use the space below to record this information. An alliance is equal in value to a capture.

Event Cards Drawn

Event	Money	Population	Militia
Capture Cards			
TOTALS:			

USE THE SPACE BELOW FOR A BRIEF PARAGRAPH DESCRIBING YOUR ROLE IN THIS GAME.

____

____

____

Teachers may have students write events on file cards in order to make Event Cards or they may cut event descriptions from this game and mount them on oaktag. Additional events may be added by students.

STEP II. WRITE ORIGINAL SITUATION CARDS

If each student writes one original Situation Card for each country, using the hints about products, population, money, militia, and geographical location provided by the map, the best Situation Cards may then be chosen for each country. Students may be reminded to think of environmental, economic, political, social, religious scientific problem areas that have historical bases in framing the Situation Cards. Summarize all Situation Cards on a ditto master Information Sheet.

STEP III. WRITE ORIGINAL EVENT CARDS

Chance cards describe either positive or negative events. If students write two Event Cards apiece, and if these Event Cards are sorted to avoid repetitions, the game should be ready to start. Events may concern money, society, environment, etc.

STEP IV. START PLAY

Student Evaluators will have each person draw a Situation Card, which will have the name of his/her country on it. After the cards have been drawn, students will have time to become familiar with the Information Sheet which describes the situations of all countries.

Elect three to five World Peace Organization members. Major powers elect a Leader, who appoints Ambassadors (four to five), military strategists, scientists, financial wizards, and one Scorekeeper for each major power.

Culminating Activities: Rebellion and Reform Simulation

After the simulation "Rebellion and Reform" concludes, students should be encouraged to discuss what they learned from the game. As previously mentioned, two hoped-for learnings are: how, why, and what kind of situations does reform occur? and what are some complex factors that may trigger rebellion? Learning how to present persuasive arguments, learning how to compromise, learning how to remain objective in judging the outcome of an event, learning how to interpret feelings of others, learning how to read maps and to calculate wins or losses in the millions are a few of the expected outcomes.

To aid students in debriefing after the game is completed, discuss some of the following questions:

What did you learn as a result of your special part in the game, if you had a special part?

What map reading skills did you learn or strengthen?

What argumentative techniques did you use? Were these newly learned? If so, did you overhear them being used, or did they occur to you because of the situation?

How many important judgments did you make? Were they each important, as the game turned out? What does that show you about history?

How important was reading for detail and interpreting information accurately during the game? Did you ever lose points because you misread or misinterpreted?

When did you feel most powerful? Most rebellious? Most powerless?

Did you at any time have to interpret feelings of someone, rather than his/her words? If so, explain.

When is it wise for a nation to compromise? For an individual to compromise?

On the basis of your experience in the game, what kind of person makes the best reformer? Rebel? What is the difference between a rebel and a reformer?

(1) Refer to your hypotheses on the nature of rebellion and reform brainstormed before you began the simulation. Make changes and additions to these notes based on your participation in the simulation. Save these notes for later use.

Teachers may wish to introduce a major writing activity which could be spread over the entire unit. Introducing this research following the Rebellion and Reform Simulation also gives students additional time to complete the reading of a book text.

(2) Research

Using the major time periods listed below as a guide, select and narrow down a topic for research which is relevant to either rebellion or reform. Complete a preliminary outline and submit it for evaluation before beginning this assignment.

a. 1763–1789: Revolutionary Period
b. 1825–1850: Jacksonian Era
c. 1861–1877: Civil War and Reconstruction
d. 1870–1914: Gilded Age
e. 1929–1939: Great Depression
f. 1960–1970's: Post-Industrial Age

As a culmination of their research, students may opt to share their study with classmates by reporting in small or large groups.

Rebellion

When students complete the activities related to the Rebellion and Reform Simulation, they should have finished reading one book text. Activities which follow relate more directly to four of the unit texts: *April Morning, The Red Badge of Courage, The Night Thoreau Spent in Jail,* and *The Autobiography of Miss Jane Pittman.* Complementary activities based on material from teacher reference copies of *The Ballad of America, The Feminist Papers,* and *Thoreau: Walden and Other Writings* are also given. A few activities taken from other sources are included in this guide and are available on ditto masters for small or large group use.

The rebellion theme covers the American Revolution, the Civil War, and the personal rebellion of Henry David Thoreau against the evil he perceived in conformity, government, slavery, and the Mexican War. Students have already tested their hypotheses about the nature of rebellion; they are now prepared to apply them and test them further against specific events and ideas.

An opening discussion draws from three book texts:

a. How does the rebellion of the Lexington farmers and the horror of a Civil War change the lives of Adam and Henry in *April Morning* and *The Red Badge of Courage?* If these rebellions had never occurred, what do you think their later lives would have been like?

b. How does the Mexican War bring about a personal rebellion in the life of Henry David Thoreau? Do you agree with the action he took? Would Thoreau have approved of the actions of Adam and Henry? What long-range decision does Thoreau make as he is released from jail in *The Night Thoreau Spent in Jail?*

A generalization critical to the study of rebellion (or reform) is the relationship between events and causes. This relationship can be studied by having a class or small group examine "The Rich Lady Over the Sea," a ballad of the Boston Tea Party found in *The Ballad of America,* pages 59–61. The discussion below and most of the activities which follow may be completed by students reading any of the book texts.

Topics for discussion:

a. Who is the mother or rich lady? the daughter? the servant?

b. What issue is causing a fierce argument between mother and daughter?

c. What action does the mother take on the tea issue? the daughter?

d. How is the role of the servant in the tea issue a difficult one? Have you ever found yourself "in the middle" of an argument between two other people?

e. How did the Boston Tea Party help to bring about the American Revolution?

The previous questions serve as an introduction to the next research activity, which may be divided among several groups or accomplished individually. This activity is an extension of question e. above; students will find that this question cannot be answered merely from the examination of the ballad.

(3) Research

Find out what happened prior to the Boston Tea Party which led to this illegal act of defiance. Consider various British trade laws and their effect on the colonists. Then determine the results of the Boston Tea Party, showing how these results helped lead to the American Revolution. Present your material in the form of a three- or four-level outline.

For those students who have read *April Morning*, an alternative to the above research activity is given below.

(4) List examples from *April Morning* which show how the city radicals of Boston succeeded in involving the conservative farmers of the countryside in their rebellious activities. Compare your list with the research of those examining causes and events surrounding the Boston Tea Party.

April Morning is based on the historic confrontation between British regulars and colonial militia at Lexington Green in 1775. A description of these events and their effect on the farmers of the town is given on pages 90–107 of the novel. Some or all of the students may wish to review these pages and then compare the description of the skirmish with the eyewitness accounts which appear on Student Activity Sheet 2.

STUDENT ACTIVITY SHEET 2

Eyewitness Testimony of the Fight on Lexington Green, April 19, 1775

The following accounts were taken as sworn testimony before a Justice of the Peace for Middlesex Shire, Massachusetts between April 23 and April 25, 1775.*

I, Elijah Sanderson . . . do . . . declare that I was on Lexington common the morning of the nineteenth of April . . . and saw a large body of regular troops advancing toward the Lexington company, many of whom were dispersing. I heard one of the regulars, whom I took to be an officer, say, "damn them—we will have them," and immediately the regulars shouted aloud, ran and fired on the Lexington company, which did not fire a gun before the regulars discharged on them . . . although a spectator, I narrowly escaped with my life.

I, John Parker . . . commander of the militia in Lexington, do testify . . . that on the nineteenth instant . . . there were a number of the regular officers riding up and down the road, stopping and insulting people . . . Informed that a number of regular troops were on their march from Boston, in order to take the province stores at Concord, I ordered our militia to meet on the common . . . and concluded not to be discovered, nor meddle . . . with said regular troops if they should approach, unless they should insult or molest us; and upon their sudden approach, I immediately ordered our militia to disperse and not to fire. Immediately said troops made their appearance, and rushing furiously on, fired upon and killed eight of our party, without receiving any provocation therefor from us.

I, John Robbins . . . do . . . say that . . . I [was] in the front rank [of Parker's militia when] there suddenly appeared

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The Journals of Each Provincial Congress of Massachusetts in 1774 and 1775 (Boston: Dutton and Wentworth, 1838), pp. 661–78.

a number of the king's troops . . . at the distance of about sixty or seventy yards from us, huzzaing . . . three officers in their front on horseback, and on full gallop towards us; the foremost of which cried, "throw down your arms!—ye villains!—ye rebels!" upon which, said company dispersing, the foremost . . . ordered their men saying, "fire!—by God! —fire!" at which moment we received a very heavy and close fire from them . . . being wounded, I fell, and several of our men were shot dead by [near] me. Capt. Parker's men, I believe, had not then fired a gun . . .

I, Thomas Fessenden . . . . declare that being in a pasture near the meeting-house . . . I saw . . . regular troops pass speedily by . . . on their way toward a company of militia . . . I saw three officers on horseback advance to the front of said regulars, when one of them . . . cried out, "disperse you rebels immediately"; on which he brandished his sword over his head three times; meanwhile, the second officer . . . fired a pistol pointed at said militia, and the regulars kept huzzaing till he had finished brandishing his sword . . . He pointed it toward said militia, and immediately on which, the said regulars fired a volley . . . and then I ran off as fast as I could . . . As soon as ever the officer cried "disperse you rebels," the said company of militia dispersed every way as fast as they could, and while they were dispersing, the regulars fired at them incessantly . . .

The next account is presumably from a journal of Lieutenant John Barker of a British unit, the King's Own.*

About 5 miles on this side of a town called Lexington, which lay in our road, we heard there were some hundreds of people collected together intending to oppose us and stop our going on. At 5 o'clock we arrived there and saw a number of people, I believe between two and three hundred, formed in a common in the middle of the town. We still continued advancing, keeping prepared against an

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*Henry Steele Commager and Richard B. Morris, eds., *The Spirit of Seventy-Six: The Story of the American Revolution as told by Participants* (New York: Harper & Row, 1967), pp. 70–71.

attack tho' without intending to attack them; but on our coming near them they fired one or two shots, upon which our men without any orders rushed in upon them, fired and put 'em to flight. Several of them were killed, we could not tell how many because they were got behind walls and into the weeds. We had a man of the 10th Light Infantry wounded, nobody else hurt. We then formed on the common, but with some difficulty, the men were so wild they could hear no orders.

Follow-up questions to the eyewitness accounts include:

a. How do the accounts in *April Morning* and those on the Student Activity Sheet differ?

b. How do the eyewitness accounts on the Student Activity Sheet differ?

c. What do you think really happened at Lexington Green on that fateful morning?

d. Why will we probably never know exactly what happened?

e. How was the confusion of the Lexington skirmish reflected in the actions of Adam during and after the fight?

The role of black Americans in the Revolution, other than that of Crispus Attucks in the Boston Massacre, is generally ignored in most historical accounts. Yet thousands of them fought on both sides during the conflict, many with exceptional bravery. The next activity is designed to encourage research on black participation in the American Revolution.

(5) Research

One of those wounded at Lexington was recorded as "Prince, a Negro." In a written or oral report, present information on Prince and his role, if any, in later events of the Revolution. Or, find out about another black American who fought on either side in the war. Include the special promise made to many of the blacks who joined the warring forces.

During the opening months of the Revolution, Abigail Adams, in a letter to her husband, threatened a personal rebellion of her own if the members of the Continental Congress failed to "remember the ladies." A copy of this letter, the reply of John Adams, and other relevant correspondence is found on pages 7–15 of *The Feminist Papers*. Students reading these selections should consider in a group discussion:

a. Do you think Abigail Adams was serious in threatening a rebellion? How did her husband deal with this "threat"? Why do you think she backed down from her original demand?

b. Even if not really serious about a women's rebellion, what did Abigail Adams want for women of her time?

c. According to John Adams, who should be allowed to vote? Under his qualifications for voting, who would be excluded? Do you know when these excluded groups finally received the right to vote?

Military history buffs will enjoy the next activity; it combines geography and history with oral reporting skills. Teachers may wish to stress the battles at Lexington and Concord, Trenton, Saratoga, and Yorktown as being particularly important to the outcome of the Revolution.

(6) In small groups, construct a relief map of the original thirteen colonies. Clearly indicate with labels the names and dates of major battles in the war. Choose someone in your group to report on one battle in a panel with students from other groups.

Results of the American Revolution extended far beyond winning the conflict. Teachers who wish to emphasize the results of rebellion may wish to use the following Activity Sheet, a listing of the national debt of the United States in 1783. This enormous debt (enormous for the time and circumstances) was one of the immediate results of the Revolution and in turn contributed to the long-term results of the war. In the discussion that follows the Activity Sheet, students may examine not only the national debt, past and present, but also the role and methods of Alexander Hamilton in dealing with it.

STUDENT ACTIVITY SHEET 3

*Estimate of the Debt of the United States, 1783**

Foreign Debt

To the Farmers General of France ....in Livres	1,000,000		
To Beaumarchais	3,000,000		
To the King of France	34,000,000		
Livres	38,000,000	=	$7,037,037

Received on loan in Holland 1,678,000 florins..	671,200
Borrowed in Spain by Mr. Jay	150,000
Interest on Dutch loan one year at 4%	26,848
	$7,885,085

Domestic Debt

Loan Office	$11,463,802	
Interest unpaid in 1781 and 1782	877,828	
Credit to sundry persons on Treasury books	638,042	
Army debt	13,635,618	
Deficiencies in 1783	2,000,000	
Total domestic debt in dollars		$28,615,290
Total foreign and domestic debt		36,500,375

Interest

On foreign debt	7,885,085 at 4%	$ 315,403
On domestic debt	28,615,390 at 6%	1,716,917
Other		330,000
Total interest		$2,362,320

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*Gaillard Hunt, ed. *The Writings of James Madison, Vol. 1* (New York: G. P. Putnam's Sons, 1900—1910), p. 443. Henry Steele Commager and Richard B. Morris, eds. *The Spirit of Seventy-Six: The Story of the American Revolution as told by Participants* (New York: Harper & Row, 1967), p. 788.

After students have examined the national debt in 1783, ask:

a. To whom did we owe money?

b. Why would this debt have seemed so overpowering in 1783? What means of paying this debt do you think the United States possessed in 1783?

c. Do you think this debt was ever paid?

The last question above leads into a group research activity, recommended for older students with an interest in economics. Results of the research can be shared with the class.

(7) Research

In small groups, prepare a panel or symposium in which you consider most of the following:

a. What American leader headed the Treasury Department and saw that some of this debt was paid? Why did he believe that despite the economic destruction from the war, the foreign debt *had* to be paid? What was his plan for paying these debts?

b. What were the long-term results of his work on the American economy?

c. How much is our present national debt? How much is the interest on this debt? (Check a current almanac for these figures.) Is it possible to pay this debt? Why would most economists say that paying the principal on the debt is unnecessary?

Henry David Thoreau conducted a "one-man" rebellion against America's role in the Mexican War and indeed, against any limitation on one's right to individual freedom. For his refusal to pay a poll tax in 1846, Thoreau was jailed overnight until a family member paid the tax. His brief prison experience and his personal philosophy of passive resistance form the backdrop for *The Night Thoreau Spent in Jail.* Older students might also read Thoreau's essay on "Civil Disobedience," found in *Thoreau: Walden and Other Writings,* pages 85–104; the Joseph Wood Krutch introduction to this book gives an authoritative overview of Thoreau's life and philosophy. Students reading *The Night Thoreau Spent in Jail* and/or "Civil Disobedience" may wish to collaborate on the next group of activities.

(8) Present a panel discussion on techniques of passive resistance. You may wish to refer to King's "Letter from a Birmingham Jail" (pp. 90-100), Chavez's "The Grape Boycott" (pp. 111-21), or Black, Harvey, and Robertson's "Gandhi's Moral Equivalent of War" (pp. 371-8) in the reference copy of *Peacemaking.* Consider:

a. How did Thoreau, King, Chavez, or Gandhi demonstrate passive resistance?

b. What varied methods of passive resistance have been effective in the last hundred years?

c. What positive personal value does passive resistance have for those who are able to use this technique?

d. Does the use of passive resistance constitute a rebellion?

(9) If you have read both *The Night Thoreau Spent in Jail* and "Civil Disobedience," compare and contrast in an essay Thoreau's reaction to his prison experi-

ence as stated in the play and as stated in his essay.

(10) Play the role of Thoreau and comment orally or in writing on the following topics as you think he would have:

a. nonconformity
b. the Mexican War
c. individualism
d. consistency
e. anarchy
f. freedom
g. the Constitution

Thoreau was generally neither an activist nor a joiner. Yet there was one cause which he actively, passionately championed in the later years of his life: abolition. He seems to have foreseen slavery as an evil which could destroy both individual and nation. In his only departure from a nonviolent philosophy, Thoreau vehemently supported the bloody work of John Brown in Kansas and at Harper's Ferry.

The efforts of Thoreau and other abolitionists thus indirectly became one of the causes of the Civil War; additional causes should be discussed with students. The Civil War was a rebellion which would sorely test the strength and courage of black and white Americans on both sides as described in *The Autobiography of Miss Jane Pittman* and *The Red Badge of Courage*. Students reading these titles may also wish to compare Jane and Henry with young Adam in *April Morning*.

Introduce the next activity by having students read "A Plaint" in *The Ballad of America*, pages 243-44. It poignantly illustrates the brutality of war and its effect on the author's Virginia home.

(11) Research

Henry (*The Red Badge of Courage*) is a Private in the Union Army at Chancellorsville, Virginia in one of the bloodiest battles of the war. In a general reference book, find out about the significance of this battle and the campaign of which it was a part. Present your information to the class in an oral report, including a large poster map showing the campaign area.

Form a discussion group with students who have read *April Morning* and/or *The Red Badge of Courage*. Ask:

a. How are Adam and Henry alike? different?
b. What factors over which they have no control make both boys typical of common soldiers in any war?

c. What sense of obligation leads both boys to overcome fear and cowardice?

Teachers may find that a number of students have a general knowledge of *The Autobiography of Miss Jane Pittman* from either reading the book or viewing the television adaptation. In the discussion that follows, have students familiar with the story act as "experts" and encourage others to participate as well. To initiate discussion, the class may wish to examine the John Greenleaf Whittier anti-slavery hymn "What Gives the Wheat Fields Blades of Steel?" in *The Ballad of America*, pages 236-37.

Topics for discussion:

a. What is Jane Pittman's earliest memory of the Civil War?

b. What do Jane's conversation with the Union soldier and Whittier's hymn show about the destinies of black and white Americans?

Students reading other titles may examine the role of immigrants in the Civil War. The Irish or Germans enlisted or were drafted into the Union Army in large numbers.

(12) Research

Using several sources, find information on the role of a particular immigrant group in the Civil War. Determine what they believed they were fighting for, special instances of bravery or cowardice, and the effect of the war on various individual immigrants. Present your findings to the class in an oral report.

During the Rebellion and Reform Simulation that began the unit, students drew Event Cards which showed many different problems which nations may face. The students probably realized that war isn't the only time when the individual feels caught in the grip of a social vise. The dust bowl of Oklahoma in the Depression years, for instance, provided John Steinbeck with a place and a time. In *The Grapes of Wrath* he shows the way tenant farmers were being ousted by owners of large farms and mechanized equipment. All felt that they were caught in something larger than themselves, just as did the characters in *The Red Badge of Courage* and *April Morning*.

Like Crane's "red, swollen god of war" from *The Red Badge of Courage*, which confuses Henry, frightens him, and ultimately incorporates him for a time, the bank is used by Steinbeck in *The Grapes of Wrath* as an impersonal, abstrac threat. (Abler students may wish to develop other examples of institutional violence after reading Stanford's "Institutional Violence," pp. 256-63, in *Peacemaking.*) Because of its very impersonality, the bank is impossible for the farmer to focus his anger on. He therefore can't cope with his rage, so he suffers. Thus, the theme of individual freedom versus that of the group—in this case, big business—extends to peacetime.

(13) Write an essay describing the complex relationship of the tenant farmers with the land in Oklahoma during the Depression years. Include the spirit of independence evident in *The Grapes of Wrath.*

(14) Write an essay comparing the plight of the individual to the plight of the organization in either *The Grapes of Wrath* (the Joads versus the bank), *The Red Badge of Courage* (Henry versus the army), *April Morning* (Adam versus the British soldiers) or *Inherit the Wind* (Cates versus the established belief system).

The question of individual freedom will remain problematic to humans as long as there are two humans to comprise a group. For humans to survive, there is need to cooperate; for humans to be happy, there is a need—just as powerful—to express individuality. Often these needs collide.

Nowhere is the conflict more underlined than in war. Students may wish to study *April Morning* and *The Red Badge of Courage* to examine these personal and social needs.

(15) In an essay, trace the changing concept of courage or the changing concept of war in either of the boys in *The Red Badge of Courage* or *April Morning.*

(16) Prepare an oral report presenting the conflict between demands of self and demands of the army during a time of war.

(17) Role play a confrontation between one of the boys and "the enemy" in *The Red Badge of Courage* or *April Morning.*

(18) If you have read both *The Red Badge of Courage* and *April Morning*, compare and contrast in writing the main characters' conformity. Decide which character more often acts out of a sense of duty, and which character seems more often interested in his personal motives. Do these factors relate to whether a person conforms or rebels?

(19) Each boy in *The Red Badge of Courage* and *April Morning* felt a sense of personal loss because of the violence that occurred. Trace the events which may

have contributed to their growth through suffering in one of these books. Use listing as a technique to develop your essay.

(20) Because an army has victory as its single purpose, it demands that its men be bound by duty to perform acts that may be personally repugnant. How does either boy in *The Red Badge of Courage* or *April Morning* deal with duty in these instances? (Abler students may also examine the requirements of wartime duty by reading May's "Ecstasy and Violence," pp. 150-6, in *Peacemaking.*) Discuss this question. Then adopt the role of one of the boys, and write your thoughts, feelings, and ideas to a friend.

Culminating Activities: Rebellion

These activities are intended to stand on their own and also to stimulate further activities by teachers and students. They draw from all of the book texts, reinforcing understandings important to the theme of rebellion.

(21) Write a letter to a friend describing a situation in which you personally rebelled against someone or something. Explain to your friend why you rebelled, what you were rebelling against, and the outcome of your rebellion. This letter may be based on an actual occurrence or perhaps on an imaginary situation which you wish had really happened.

(22) If your area played a part in the American Revolution or the Civil War, use library and community resources to acquaint yourself with this role and prepare an exhibit on local history or compile material from primary sources which could be donated to the local library or historical society.

(23) Plan a Colonial Foods and Arts Festival. Label each authentic food contributed, distinguishing between foods common to America and those of English or other foreign origin. Some useful examples are mentioned in *April Morning.* The Foods Festival may be expanded to include colonial arts such as quilting or candle making, among others. The objective of this Festival is to demonstrate how the development of an American identity by 1775 helped bring about the Revolution.

Fear, blind and overpowering, must be faced and overcome in most rebellions and also in some instances of reform. Thus, the next activity serves as a bridge between the major unit themes of rebellion and reform.

Students may work together to fill out a data retrieval chart similar to the one given on the next page which draws from all the book texts. Because of the sensitive, values-oriented nature of fear, however, the charts should also be evaluated through class or group discussion.

Reform

Reform assumes an acceptance of change, as rebellion assumes a desire for it. Change has already been explored through a simulation and an examination of the American Revolution, Civil War, and personal rebellion.

Reform generally assumes caring, caring for both people and society. This caring reflects the interdependence of all peoples, the belief that "no man is an island" and that when the bell tolls, it tolls for us all.

This theme will explore reform in six periods of American history: the early National Period, the Jacksonian Era, the Gilded Age, Reconstruction, the Great Depression, and the contemporary 1960's and '70's. Wherever possible, the reforms of earlier periods will be related to current reform movements.

All of the book texts deal with the theme of reform. In addition, complementary material may be excerpted from teacher reference copies of *The Ballad of America, The Feminist Papers, Ragtime*, and *Peacemaking.*

Begin by reviewing student hypotheses about reform. Ask students to consider one reform movement with which they may be already familiar, perhaps the anti-war movement during the Vietnam War, welfare reform, or the ecology movement. Using one reform movement as an example, brainstorm with the class general characteristics typical of any reform movement. For instance, the list may include: conditions which indicate the need for change, reform leaders and groups, goals, methods, and actual achievements. Be sure to encourage discussion of non-violent versus violent methods, eliciting the understanding that both factors are often present in most major reform movements. If some students read excerpts from *Peacemaking* earlier in the unit, the teacher may wish to

(24) Data Retrieval Chart

KEY QUESTIONS:	Adam in *April Morning*	Henry in *The Red Badge of Courage*	Bailey in *The Night Thoreau Spent in Jail*	Jane in *The Autobiography of Miss Jane Pittman*	Rev. Brown in *Inherit the Wind*	California residents in *The Grapes of Wrath*
1. How did these characters show their fear of the unknown?						
2. How did these characters overcome or fail to overcome their fear?						
3. Which important actions of these characters involving fear were planned? Which were not planned?						

focus on this material during part of the discussion. Record the characteristics on the blackboard, asking students to add this information to their notes.

An urgent need for a humanistic approach to change is the subject of the next discussion activity. A vehicle for exploring this need is the Alex Comfort and Pete Seeger ballad "One Man's Hands" in *The Ballad of America,* pages 376-77. After students have examined the ballad, ask:

a. For reform to take place what does the ballad state is necessary? Why?

b. What reforms does the ballad mention?

c. What kind of prison or prisoners do you think the ballad is referring to?

d. What other reforms can you add to the ballad, perhaps by writing additional verses?

List the other reforms given in response to the last questions above on the blackboard and use these as a basis for introducing the history of reform in America.

Out of the American Revolution, born in violence, came the first beginnings of democratic political reform since the days of the Ancient Greeks. Teachers may wish to review with students the major ideas found in the Declaration of Independence, pointing out the international impact the document has had, for example, on political thought in newly independent nations of Africa and Asia. Sections of the Constitution which are particularly relevant to reform will be referred to throughout this theme.

The bedrock for social reform in America is generally considered to be the Jacksonian Era. In this period were laid the foundations for abolition, women's rights, the peace movement, temperance, prison reform, and reform for the mentally afflicted as well as a host of lesser known "isms." In the following activities, the major Jacksonian Era reforms of abolition, women's rights, and the peace movement are surveyed. Opportunities to research other reforms of the period may be utilized at teacher discretion.

References to slavery and either direct statements or inferences of its evil are found in *April Morning, The Night Thoreau Spent in Jail,* and *The Autobiography of Miss Jane Pittman.* Thoreau regarded the cancer of slavery to be so serious that he became an activist crusader in the cause of abolition, an involvement previously spurned by the shy, introspective naturalist from Concord.

The next two research activities provide background data helpful to the study of the abolitionist movement. In *April Morning* casual reference is made to the profitable speculation in "slaver shares." These were shares in ships engaged in the African slave trade; they were bought and sold throughout the colonies. Mention this fact to students as you introduce the next activity which may be completed individually or in small groups.

(25) Research

Find out about the Triangular Trade which was so profitable in the colonial period. Draw a large map showing the countries and products involved in this trade. Explain to the class how each part of the Triangular Trade depended on the other parts in order to function profitably.

After students have displayed these maps and explained them to the class, ask:

a. What part did the slave trade play in the Triangular Trade?

b. Looking at the maps, what kinds of people do you think probably engaged in the slave trade?

c. If you lived in colonial times and were a dealer in rum or molasses or perhaps had invested in slaver shares, to what extent would you have been responsible for the slave trade?

d. Do you think there was much concern about slavery in colonial times?

Despite the fact that Americans from north as well as south, Europeans, and some black Africans engaged in the slave trade, voices were raised against slavery almost from its very beginnings in America. Thoreau railed against it in *The Night Thoreau Spent in Jail*, while Jane Pittman labored quietly most of her long life to undo its evil. The next research activity offers a number of options for exploring the history of the abolitionist movement.

(26) Research

Many groups and individuals deplored the existence and the expansion of slavery in the United States. Choose one group or individual listed below and research their relationship to the abolitionist movement. Use your list of general characteristics of reform movements to assist you in organizing your information logically. Prepare your research in outline or note form.

Groups	*Individuals*
Society of Friends (Quakers)	Sarah and Angelina Grimké
American Colonization Society	—
American Antislavery Society	Theodore Dwight Weld
Free Soil Party	James G. Birney
Unitarians	John Quincy Adams
Underground Railroad	Harriet Tubman
	Sojourner Truth
	J. W. Loguen
	Frederick Douglass
	Henry Highland Garnett
	William Lloyd Garrison
	Henry David Thoreau
	Elijah P. Lovejoy

As students complete this research, organize related subjects together and have students share information in groups or panel discussions.

Conclude the examination of abolition by discussing related material in *The Autobiography of Miss Jane Pittman*, using students familiar with the story as "experts."

a. When does Jane first realize that slaves are not accorded the dignity of other individuals?

b. Why does she change her name to Jane? How would you feel if you were not allowed to have a last name?

c. How does the end of slavery divide and confuse the former slaves?

d. What are the results of Jane's decision to leave the plantation of her slave days?

Jane Pittman, though a fictitious composite of many black women, emerges as a black woman of great personal strength and courage. In this strength and courage she resembles the American women in Alice Rossi's *The Feminist Papers*. Older students will be especially interested in Rossi's essays introducing primary materials from Abigail Adams to Simone de Beauvoir. Particularly recommended primary source readings in *The Feminist Papers* include:

a. a selection from *Medicine as a Profession for Women* by Elizabeth and Emily Blackwell, pages 346-355.

b. "Motherhood" from *Elizabeth Cady Stanton: As Re-*

vealed in Her Letters, Diary and Reminiscences, pages 396-401.

c. "Seneca Falls Convention" from *History of Woman Suffrage* by Elizabeth Cady Stanton, Susan B. Anthony, and Matilda J. Gage, pages 413-421.

d. "The Akron Convention" in *History of Woman Suffrage*, see above, pages 426-429.

The last selection is of special importance, for it reveals through an electrifying speech by Sojourner Truth, the close connection between abolition and women's rights during this period.

(27) Using some or all of the readings in *The Feminist Papers* suggested by the teacher, prepare a panel discussion on this material for the class. Encourage non-panel members to offer comments and questions. Your objective is to acquaint other students with the early history of the women's rights movement.

(28) Research

Extend your survey of the early history of women's rights by showing how women suffrage supporters campaigned for the right to vote. Or, show the relationship between the women's movement today and the nineteenth century history of women's activism. Present your material to the class as a dramatic monologue, a skit, or a panel discussion.

An organized peace movement also was initiated during the Jacksonian Era. Although Thoreau was not directly active in the movement, his personal non-violence and pacifism were contributing factors in his prison interlude. The peace movement struck a responsive chord among some Americans. You may wish to cite statements by the Lexington minister in *April Morning*, that "no one fights in God's cause; one must ask his forgiveness" and "ours is a way of life, not of death." Even Henry in *The Red Badge of Courage* thinks of "images of tranquil skies, fresh meadows, cool brooks—an existence of soft and eternal peace."

(29) Research

Look up information on the history of the peace movement from the Jacksonian Era to the present. Your teacher may refer you to selected readings in the reference copy of *Peacemaking*. Use your list of general characteristics of reform movements to organize your information. Prepare a three- or four-level outline to share with others orally.

Reconstruction in the South began with great promise for black Americans and ended in despair which would last nearly a century. Both promise and despair distinguish *The Autobiography of Miss Jane Pittman*. For those not reading this title, the disappointment of Reconstruction and its long-lasting consequences are clearly set forth in Big Bill Broonzy's ballad "Discrimination Blues" in *The Ballad of America*, pages 350-51.

After students examine "Discrimination Blues," ask:

a. Although this ballad was written sixty years after Reconstruction ended, what problems revealed by the ballad are still faced by black Americans?

b. What examples of discrimination against black Americans did you find in *The Autobiography of Miss Jane Pittman?* Compare them to those mentioned in the ballad.

c. What laws are supposed to prevent discrimination against minorities today?

Use students' responses to these questions to introduce the next activity, which may be completed in small groups using a general source. The various tasks may be divided so that each student completes just one item.

(30) Research

Use a general reference book to find out:

a. How was slavery ended?
b. What was done to help the freedmen?
c. What laws and Constitutional amendments were intended to protect black Americans?
d. Who were important black and white leaders during Reconstruction?
e. How did some whites use violent or non-violent methods to resist civil rights for freedmen?
f. What political "deal" ended Reconstruction in 1877? What was the effect of this on southern blacks?
g. How did the Civil Rights movement of the 1950's and '60's restore and extend minority rights lost after Reconstruction?

These items may be shared through oral reports, panel discussions, group or class discussions.

During the Gilded Age, a few Americans achieved a material success and life-style rivaling that of European nobility while America became the world's leading industrial power. Yet many Americans did not share in the fruits of industrial growth and corporate wealth. Immigrants toiling in factory and sweatshop for seven dollars a week, farmers watching mortgages go up and farm prices go down found themselves trapped in economic hardships which they did not understand and were powerless to overcome.

Efforts at reform among immigrants took several forms. A few weak labor unions existed during this period, but most were for skilled craftsmen who generally discouraged immigrant members. Immigrants themselves often established mutual self-help societies which provided low-cost insurance and other services. Urban social reformers such as Jane Addams or Margaret Sanger opened settlement houses and free clinics for the urban poor, many of them immigrants.

Selections by Addams and Sanger, recommended for older students, are in *The Feminist Papers* on pages 517-536 and 599-612, respectively. Teachers may also wish to use several passages from *Ragtime* which point out the vast differences between the very rich and very poor during this period. Suggested excerpts from *Ragtime* include:

a. typical unskilled labor conditions in Chapter 6.

b. automotive entrepreneur Henry Ford and his theory of industrial manufacture in Chapter 18.

c. multi-millionaire financier J. P. Morgan in Chapter 19.

After students have examined selections from *The Feminist Papers, Ragtime, The Grapes of Wrath,* or *Inherit the Wind* group these students together and ask:

a. What conditions indicated a need for change? How were these conditions similar to those in some migrant camps in *The Grapes of Wrath?*

b. What were the goals of Jane Addams, Margaret Sanger, Henry Ford, or the givers of charity balls? How would you judge the worthiness of these goals?

c. How do you think J. P. Morgan or Henry Ford felt about their workers? What evolutionary theory, taught by Bert Cates *(Inherit the Wind)* provided a basis for their attitudes?

d. What methods did these leaders use to bring about change?

e. How were these changes resisted by others? Why?

Younger students can be helped to deal with the plight of farmers during the Gilded Age by providing them with a brief summary of the 1892 platform and resolutions of the Populist Party similar to that shown below:

Platform Demands of the Populist Party in 1892

a. The government should own and operate railroads and the means of communication.

b. There should be strict civil service rules for all government employees.

c. A graduated income tax should be enacted.

d. There should be free and unlimited coinage of gold and silver.

e. Government land and land held by railroads and foreigners should be reserved for actual settlers only.

Resolutions of the 1892 Populist Party Convention

a. The secret ballot should be used in all elections.

b. Some restrictions should be placed on immigration.

c. Workers should have an eight-hour day.

d. U.S. Senators should be elected by the people, not by the state legislatures.*

As students consider this material, mention to them that this party was essentially a farmers' party and then ask:

a. Looking at these demands, what conditions must have led to them?

b. Which demands or resolutions of this mainly farmers' party were designed to appeal to urban workers?

c. Why did Populist leaders believe that farmers *had* to unite city and rural labor? Why do you think this unifying effort was a failure? Why would it have been especially difficult to organize labor in the south at this time?

d. In *Inherit The Wind* how is Matthew Harrison Brady (who was modelled after the Populist standard bearer William Jennings Bryan) typical of early twentieth century rural America, especially its moral and religious conservatism? What other characters in the play share Brady's conservatism?

e. Although the Populist Party faded in the early 1900's, what examples can you cite from *The Grapes of Wrath* that show the survival of Populist ideals into the 1930's?

f. Do you know of recent efforts to organize migrant workers?

Ask volunteers to find out which demands and resolutions were achieved by the Populists. Since very few were, this leads into a research activity on the Progressive movement, the urban middle-class successor to the Populists.

(31) Research

Using the list of Populist Party demands and resolutions, find out which ones were achieved by a reform

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*Copies of this source material may be found in many reference sources or in Daniel J. Boorstin, *An American Primer* (New York: New American Library, 1966), pp. 533–41.

group of the early twentieth century, the Progressives. Present your findings orally to the class.

Those who favor reform, especially those who actively work to achieve it, are generally a minority. At various times in American history, there have been strong reactions by some people against both reform and reformers. The banishment of Roger Williams and Anne Hutchinson from Massachusetts Bay are early examples of this. Henry David Thoreau was refused permission to implement educational change so he resigned his teaching position. Jane Pittman could only observe with horror the burning of a schoolhouse and the murder of her "children." The "Red Scare" of the 1920's set the tone for the arrest and deportation of hundreds of immigrants. Violence between growers, police, and migrant workers in *The Grapes of Wrath* occurred when workers tried to organize to improve their wages and working conditions.

Conflict between those who favor and those who oppose the forces of change is the theme of the Scopes "Monkey" trial, dramatized in *Inherit The Wind.* In the discussion which follows, emphasis is on this play; however, questions related to other titles are included in order to tie the book texts together. Before initiating the discussion, teachers may wish to display large copies of some of the banners mentioned in the play as visual evidence of a community's turmoil when confronted with change.

Topics for discussion:

a. If Lawrence and Lee call the courtroom a cockpit, an arena, who—or perhaps what—were the opposing forces? What ideas did they represent? Which side did the town initially favor? Why?

b. What law was Bert Cates accused of breaking? Do you think this law was just or unjust? How would you feel if your teacher were jailed for something he or she said in your classroom? Could such a thing happen today?

c. What law did former teacher Henry David Thoreau violate? Is it still possible to be jailed for not paying your taxes? What other major characters in the unit texts practiced Thoreau's philosophy of "civil disobedience"?

d. Why was Jane Pittman's "grandson" Jimmy jailed? Was this law just? How did Jimmy's group show their non-acceptance of this law? What price did Jimmy pay for his "civil disobedience"? How did Jimmy's death affect Jane?

e. How did the conditions in California migrant camps in the 1930's lead to violence against and among the "Okies" in *The Grapes of Wrath?* Could Tom Joad's crime be justified?

f. What other examples of reaction against change do you know of?

After sharing student responses to the last question, read the following values story, which is based on an actual incident in the 1960's.*

> In the early 1960's black children in a small Southern town were clubbed by police almost every day for two weeks. This happened when they demonstrated against segregated schools.
>
> The children were organized by Dr. Martin Luther King and the Southern Christian Leadership Conference (SCLC). Ranging in age from six to sixteen, about one hundred and fifty or so would stand around the County Courthouse each morning. They sang spirituals such as "I Love Everybody, I Love Everybody in My Heart." While they sang, the State Police would walk behind them and hit each one over the head with a club. They kept singing as they fell to the ground, terrified, but offering no resistance.
>
> After about two weeks, the demonstrations were stopped.

Topics for discussion:

a. What problem is revealed in this story?

b. How did the black children react to the problem? the state police?

c. Why do you think these demonstrations stopped? Did they serve any purpose?

d. What method of protesting local law was used by the blacks?

Like many other techniques such as scapegoating, overgeneralizing, and ignoring, the technique of stereotyping by labelling allows some groups to discriminate against others. Sometimes it seems as if the label, through its absoluteness, defines the limits of something that is really indefinable. For instance, one way farmers or growers discredited "Okie" migrant workers in *The Grapes of Wrath* was to label them

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*Adapted from Peter Joseph, ed., *Good Times: An Oral History of America in the Nineteen Sixties* (New York: William Morrow & Co., 1974), pp. 25–29.

"Red agitators" (page 325). Ask students to list examples of labelling they found in their reading.

(32) Collect examples of labelling used in the book(s) you read in this unit. Share your list with those reading other titles. You may wish to display some of these in the classroom.

After students have shared their examples, ask:

a. Why was the label used?

b. Was it something one of the characters in the book created himself, or was it something his society had provided?

c. Did the label hurt any individual or group?

d. Did the label threaten any individual or group because of the possible results of being labelled this way? (An example might be from *The Red Badge of Courage* or *April Morning* . . . "coward.")

e. What labels can you list that people in your age group commonly use?

f. Of these labels, which ones compliment those labelled?

g. How do you think you can control the kind of sloppy thinking that using labels often encourages?

h. Why do you think some of the authors of unit texts include labels in their books? As an example, look at pages 325 or 381 of *The Grapes of Wrath.* Does the reader's sympathy tend to extend toward, or away from the character(s) labelled? Why?

Because so much was needed, the Great Depression of the 1930's became one of the major reform periods in American history. Social and economic wounds which had festered since the days of the Populists had to be doctored by Roosevelt's New Deal "brain trust." Banks failed; cities declared bankruptcy; tens of thousands shuffled along in bread lines. Events such as these mandated rapid change if the American people were to survive.

Against this background of near-total economic collapse, John Steinbeck wrote *The Grapes of Wrath.* His story of the uprooted "Okie" Dust Bowl farmers is made more tragic by the fact that few of the New Deal reforms ever filtered down to them. In this sense, the Okie migrants of the 1930's much resemble the Chicano and other minority migrants of the 1970's.

Dust Bowl conditions in Oklahoma are masterfully described on pages 1-4 in Steinbeck's novel. Share these with the class and then ask:

a. What do you think caused the Dust Bowl? (Besides drought, encourage comments on the problems of farming semi-arid land and a lack of scientific farming methods.)

b. How did the Dust Bowl affect the small farmers of Oklahoma?

c. What did the women and children fear the men might do?

d. If you have read all of *The Grapes of Wrath*, who benefited from the collapse and exile of the Okie farmers? Why? How did Okie labor in California ironically ruin many small farmers there? Who benefited from their collapse?

The next activity provides students with a data base of major New Deal programs, divided into those intended to reform institutions such as banks or government and those which directly affected individuals. Point out to students that the 1930's signalled a major change in American political philosophy; for the first time, the federal government would take a direct role in helping needy people. This task can be completed in small groups.

(33) Research

> In a general reference text, research the major reforms of the New Deal. List each, with a brief explanation, on a paper divided into two columns: *Institutional Reforms* and *Human Services.*

When students have completed their lists, ask:

a. Which New Deal reforms were similar to the earlier demands of the Populists and the Progressives?

b. Which reforms showed the commitment of the New Deal leaders to help individuals in need?

c. Which institutional reforms would indirectly help individual Americans?

d. How do you think these new programs were financed?

Despite massive aid to cities over the past forty years, one of today's unsolved problems is urban decay. John Doar, a former Justice Department official under Robert Kennedy and Chief Counsel for the House Judiciary Committee which voted articles of impeachment of President Nixon, presently heads the D and S Corporation. This group of business representatives is working to regenerate the Bedford-Stuyvesant district of New York City. On Student Activity Sheet 4, Doar describes Bedford-Stuyvesant, tells of his work and his hopes for the city.

STUDENT ACTIVITY SHEET 4

*A Contemporary Description of Bedford-Stuyvesant, New York, by John Doar**

"It's 450,000 people in 600 square blocks. All minority people, mostly blacks, eighty-five per cent black. Poor. More unemployment than the average. Lots of people on welfare. Lousy schools. There hasn't been a new public school built in Bedford-Stuyvesant in fifty-five years. Inferior health facilities. No communication system. No radio station, no television station, no newspaper. No credit. No internal flow of money. Few goods exported from the city of Bedford-Stuyvesant. Terrible sanitation service. Pretty bad to bad police service. Bedford-Stuyvesant is ringed by a number of high-rise public-housing buildings, reflecting what I call the "national clean room" policy, the policy the national government had for thirty years to solve the problems of the citizens who lived in Bedford-Stuyvesant. If "they" just had a clean room, everything would be fine. It didn't matter who built the room. It didn't matter if all white carpenters built the room. It didn't make any difference whether a white architect designed the room. It didn't make any difference whether a white developer developed the room and made money on the room. Or it didn't make any difference whether whites managed the room, collected the rent from the room. But if "they," the people in Bedford-Stuyvesant, just had a clean room to live in, everything would be all right with them and with us. That policy was a miserable failure. That's what the situation was in 1967.

We act as a commercial bank in that we make loans to businesses that are forming and trying to grow in Bedford-Stuyvesant. We make loans through a consortium of banks to homeowners so that they can get reasonable mortgages, government-insured mortgages on their homes; buy them, repair them, and maintain them. We are building new housing projects. We've just got one under way now; it's a six-floor, fifty-two unit project. We rehabilitate housing. We are trying to develop a commercial center to stimulate retail trade—commerce within Bedford-Stuyvesant. We plan to restore the confidence of businessmen in Bedford-Stuyvesant as a place to do business. If we could just get the people and the market to have confidence in Bedford-Stuyvesant, then conditions will improve.

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*Peter Joseph, ed., *Good Times: An Oral History of America in the Nineteen Sixties* (New York: William Morrow & Co., 1974).

The state of mind has a hell of a lot to do with how well we can do. If the market forces are running against you, then no one has confidence in the area. If nobody has confidence in the area, then the market forces run faster the other way. We're trying to turn those market forces. I'm very optimistic about that. I think both Bedford-Stuyvesant and Brooklyn have a great future. I see Brooklyn at the turn of the century, around the year 2000, as being one of the great cities in the country."

After students read Doar's commentary, have them use information from the Activity Sheet to fill out a data retrieval chart similar to the one given on the next page. This format could model as a summary tool for almost any reform movement.

For reforms of the 1960's and '70's, encourage students to select a reform movement and investigate it independently or in small groups. Refer them once more to their lists of general characteristics about reform movements or to the data retrieval chart completed in the previous activity.

(35) Research

Choose a reform movement of the 1960's or '70's. Refer to your list of general characteristics about reform movements or the data retrieval chart just completed, as well as current reference materials. Create a pictorial essay on a contemporary reform movement. Include a brief summary of the historic background of the movement.

Culminating Activities: Reform

(36) Write an essay about change, using information from reading and unit activities. Suggested reference points in unit texts include:

a. change in Adam and Henry from a romantic to a realistic point of view in *April Morning* and *The Red Badge of Courage.*

(34) Data Retrieval Chart

CONDITIONS in Bedford-Stuyvesant

GOALS for reform in Bedford-Stuyvesant (Include those goals which have failed as well as those which may work.)

METHODS for achieving reform in Bedford-Stuyvesant (Include those methods which have failed as well as those which may work.)

ACTUAL REFORM ACHIEVEMENTS in Bedford-Stuyvesant (For extra-credit, check current reference sources to add to this list.)

b. change in Thoreau or in Bailey in *The Night Thoreau Spent in Jail.*
c. change in Jane Pittman from passive acceptance of unfolding events to active participation in forcing reform.
d. reasons for the townspeople's gradual change toward Bert Cates in *Inherit The Wind.*
e. the thematic statement about change in *The Grapes of Wrath,* page 164.

(37) Find out what people in your community are doing to bring about needed change in your area. Ask if you can participate in a planned project of the organization. Keep a journal of the group's goals, methods, methods, leadership, and accomplishments.

Unit Culminating Activities

(38) Refer to the hypotheses developed at the beginning of this unit. Make each hypothesis which you still accept a major heading in a three- or four-level outline. Under each major heading, give supporting details from unit readings and activities.

(39) Share your research on a rebellion or reform topic begun after completion of the simulation.

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UNIT VI

Individual and Collective Power

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OVERVIEW

The effect of power on the relationship between societies, and between society and the individual, has been a key question in this century. Individual and collective power in the United States and in our relationship to the world community is explored through a review of American foreign policy. From the naive expansionism of the Spanish-American War to the disillusioned isolationism of the 1920's and 30's, to detente today, a growing interdependence of national and international relationships is revealed. Detente, if successful, may offer the first meaningful opportunity for world peace in thirty years. The alternative, if it fails, could be nuclear holocaust.

Avoiding further wars and other violence through individual positive action is a major understanding of the section on individual power. In order to avoid violence, one must first understand it and recognize its many forms. Through a study of the demagogue in American history, one important form of violence may be examined in depth. Finally, specific individual strategies for bringing about nonviolent change for the betterment of society are explored.

Questions raised in this unit include:

a. How did the United States become the most powerful country in the world?

b. How does collective and individual power relate to the institutions of politics, economics, religion, education, and the family?

c. Why have twentieth century conflicts failed to result in a lasting peace?

d. How do wars and other forms of violence create a climate of fear, intolerance, and hysteria among both people and nations?

e. How can nations and individuals achieve peace through positive, nonviolent means?

Six books have been carefully chosen to fit the themes of this unit and to offer a reading level range from grades 7-12. They are: Miller's *The Crucible;* Lord's *The Good Years;*

Knowles' *A Separate Peace;* Bishop's *The Day Kennedy Was Shot;* Stalvey's *The Education of a WASP;* and Stanford's *Peacemaking.* Together they provide both long and short readings on subjects from colonial witchcraft to the more heavily emphasized twentieth century American history and literature. Each book deals with the themes of collective and individual power. In addition, references are made to Doctorow's *Ragtime* (for selective use by mature students); Manchester's *The Glory and the Dream;* White's *The Making of the President 1972* and Anson's *"They've Killed the President!"*.

The organization of this unit combines small and large group activities with culminating ones; the latter pull section or unit themes together, drawing from all the unit texts. Some materials are presented as "Handouts" or "Student Activity Sheets." Ditto masters of these are available.

The unit provides all the materials for an interdisciplinary American Studies unit on collective and individual power in twentieth century America. At the same time, the materials are ample and varied enough to be used as a minicourse on collective and individual power, or as a unit on the Problems of Democracy, Conflict Resolution, or other social studies course.

RATIONALE AND UNIT DESCRIPTION

Many curriculum materials in American history proceed chronologically through a political study of violent conflict in our past. Sadly, students are too often left with the perception that change is achieved primarily through aggression.

This unit departs from that approach in two ways. It is interdisciplinary in its approach to collective and individual power, relating power to the institutions of politics, economics, religion, education, and the family; and while any twentieth century study must necessarily deal with war, the authors have consciously presented additional materials which explore alternatives to violence for both people and nations.

Collective and individual power form the two major strands in this unit. Through the progression of American foreign policy—from expansionism, to isolationism, to detente—students perceive the imperative of recognizing the interdependence of all peoples and nations. Woodrow Wilson realized this in 1918; many still cannot accept the concept of a world community today.

Individual interdependence is also necessary and achievable. As with nations, people can learn strategies for overcoming violence through nonviolence, for negating apathy and oppression by direct action.

Bantam Materials

Six books have been selected as basic source material. Through fiction and non-fiction, drama, essays, articles, and narrative history, they provide a rich variety of experiences for the student. In the order they are discussed, they are: Lord's *The Good Years*, Miller's *The Crucible*, Stanford's *Peacemaking* Knowles' *A Separate Peace*, Bishop's *The Day Kennedy Was Shot*, and Stalvey's *The Education of a WASP*. Included as teacher reference copies are: Doctorow's *Ragtime* (for selective use by mature students); Manchester's *The Glory and the Dream;* White's *The Making of the President 1972*, and Anson's *"They've Killed the President!"*.

The activities for students which accompany the source readings are ample and varied. They have been designed to be adaptable to both long and short schedules and include structured as well as unstructured strategies. Together they are geared to skill levels from grades 7-12. Note throughout this guide the teacher's copy of Student Activity Sheets, which are provided on ditto masters in a packet in the STUDY AMERICA program.

Student Activities (the activity number is in parentheses) and Student Activity Sheets (Handouts) have been numbered. Activities 1-17 and Handouts 1 and 2 deal primarily with collective power, both national and international.

Handout 1 and Activity 1 deal with causes and events of the Spanish-American War, some of which are mentioned in *The Good Years*.

Activities 2 and 3 examine Woodrow Wilson's Fourteen Points Address as a major document in the struggle for world peace.

Handout 2 is an essay showing the interrelationship between the disillusionment which followed World War I, as manifested in the Red Scare and racial and religious intolerance, and the growth of the disastrous policy of isolationism.

Activity 4 is a data retrieval chart which focuses on the role of fear in all of the unit texts. Activities 5-7 relate the phenomenon of fear to events, institutions, and individuals of the 1920's and 30's.

Activity 8 provides a suggested format for a panel discussion on the impact of the Great Depression on politics, economics, religion, education, and the family, using selected readings from *The Glory and the Dream*, *The Good Years*, *The Making of the President 1972*, and *The Education of a WASP*. Activity 9 provides for field study in gathering oral histories of the Great Depression.

Activity 10 is a data retrieval chart which relates various kinds of violence in all of the unit texts to two or more of the five institutions of society.

Activities 11 and 12 involve research on events surrounding World War II and the Cold War which followed. *The Glory and the Dream* may be used as a reference source.

Activities 13-17 are culminating activities for the section on collective power. Together, these activities draw from all the unit texts.

Activity 13 is an essay requiring a careful understanding of one method of nonviolent response to aggression. *Peacemaking* offers several articles dealing with a number of nonviolent strategies. Activity 14 relates evidence of the nonviolent use of power to all of the unit texts.

Activity 15 is a "Social Futures Inventory" designed to stimulate student interest in social goals for the year 2000. *Peacemaking* is an especially useful source for this activity.

Activity 16 examines the shift of power in resolving one conflict as a cause of the next conflict. Helpful references are *The Good Years* and *The Glory and the Dream*.

Activity 17 re-examines tentative hypotheses on the sources of America's power in world affairs drawing from unit texts, class discussions, and written activities.

Activities 18-26 deal primarily with individual power. Activities 18-20 examine the definition, recognition, and role of the demagogue in America's past through case studies, class discussion, and dialogues between simulated demagogue and denouncer.

Activities 21 and 22 examine a more sudden, violent exercise of power—assassination. Students use *The Good Years*, *The Day Kennedy Was Shot, "They've Killed the President!", The Glory and the Dream, The Education of a WASP,* and *Peacemaking* to study the profile and motivation of twentieth century assassins of five American leaders.

Activity 23 identifies and researches individuals mentioned in one or more of the unit texts who used individual power to bring about constructive change. The focus of this activity is on how change was achieved.

Activities 24-26 are culminating activities for the entire unit. Activity 24 sets up an "Individual Futures Inventory" which is then compared with the "Social Futures Inventory" in Activity 15.

Activity 25 provides for student creation of a transnational map showing the interdependence of both peoples and nations, as suggested in *Peacemaking.*

Activity 26 relates the use of power in all the unit texts to the five institutions of society. Format for this final activity is an Institutional Wheel; a finished sample is included in this Guide.

Basic Skills Enrichment

Many teachers will wish to use the source material for this unit as the basis for activities which increase the student's competence in basic skills. See the "Skills Enrichment" section, p. 327, for skills activities organized into the following four categories: study skills, oral skills, vocabulary skills, writing skills.

BEHAVIORAL OBJECTIVES

Having completed Unit VI of STUDY AMERICA, students will be able to:

1. Set up and test hypotheses relating to individual and national power in the United States.
2. Define expansionism, isolationism, interdependence, and detente.

3. Cite examples of the above concepts from American history.

4. Identify the causes and major events of the Spanish-American War.

5. Evalute the impact of Wilson's Fourteen Points Address.

6. Describe the "Red Scare" and cite examples of it from recent events.

7. Summarize the impact of the Great Depression on politics, economics, religion, education, and the family.

8. Develop an oral history of the Great Depression.

9. Organize data on violence in assigned reading into a data retrieval chart.

10. Synthesize data on World War II in terms of the unit theme.

11. Define Cold War and cite examples of Cold War events and their effect on American power.

12. Identify Theodore Roosevelt, Woodrow Wilson, Emma Goldman, Joseph McCarthy.

13. Cite examples of the peaceful use of power in American history.

14. Define demagogue and describe a demagogue's characteristics.

15. Evaluate a demagogue in terms of a specific set of criteria.

16. Compare and contrast the assassinations of President William McKinley, President John Kennedy, Robert Kennedy, Malcolm X, and Martin Luther King.

17. Give examples of ways in which individuals have used power to effect constructive change.

18. Evaluate the effects of nonviolence of both individuals and nations.

19. Synthesize their study of collective and individual power in an "institutional wheel."

TIME FRAME

Dates and events given below refer to learning objectives in this unit. They are included to show the relationship of time and events to collective and individual power in the twentieth century.

1692	Witchcraft hysteria in Salem, Massachusetts.
1898	America becomes a world power after the Spanish-American War.
1900	Assassination of President McKinley.
1917	America enters World War I.
1918	President Wilson makes Fourteen Points Address.
1919–20	Treaty of Versailles rejected by U.S. Senate.
	The "Red Scare" creates a wave of fear and intolerance.
	Isolationism begins.
1929–39	The Great Depression heralds economic collapse and revival.
1941–45	U.S. involvement in World War II.
	America accepts her international responsibilities.
1946–74	Era of the Cold War.
1948	The Berlin Airlift shows the peaceful use of airpower.
1950–52	Korean War ends in stalemate.
	Second Red Scare, led by Joseph McCarthy, at its height.
1954–74	American involvement in Vietnam leads to defeat in Southeast Asia.
1956–64	Black/white struggle for equal rights.
1963	Assassination of President Kennedy.
1966	America scarred by 43 race riots.
1968	Assassination of Martin Luther King and Robert Kennedy.

1972–74	Watergate scandal leads to the resignation of President Nixon.
1974–	Detente.

STRATEGIES AND ACTIVITIES

Introduction

The phenomenon of power—national, international, and individual is explored in this unit. The two major sections "Collective Power" and "Individual Power," provide a structure for unit activities.

Collective power, particularly national and international power, is examined within a chronology from the Spanish-American War to "detente." Its important themes include the concepts of expansion, isolation, and international involvement as seen through the institutions of politics, economics, religion, education, and the family.

Individual power stresses both the negative and positive, violent and nonviolent aspects of man's impact on self and society. Two major themes in this section focus on the individual as demagogue and the individual as change agent for social betterment.

Culminating activities are included at the end of each section. These activities draw from all of the unit texts, giving students reading varied titles an opportunity to share their learning through a variety of group and individual strategies.

Collective Power

This section begins with the American policy of expansion in the Spanish-American War, shows the limits of this policy in World War I, and notes the disillusionment with overseas involvement that came to be called isolationism. From the "America First" of the decades between the wars, still another reaction—the realization that the United States could not retreat from a role in international affairs—contributed to America's involvement in World War II, the Cold War, and other world affairs to the present time.

Toward the end of this section are activities designed to stimulate positive thinking about the present and future directions of American power at home and abroad. Future national and international goals as suggested in Stanford's *Peacemaking* (peace and the protection of human rights, guarantee of a minimum standard of living, protection of the environment, and maxmum participation in the political process) are incorporated into culminating activities.

To focus student thinking on the concept of power, brainstorm this question with the class:

> What factors have made the United States the most powerful country in the world?

List all responses as they are given on the blackboard; encourage and identify responses which may conflict. Have students consider these responses as tentative hypotheses on national power to be tested against data as the unit progresses.

Then ask students to organize their random responses under the institutional headings of: 1. politics 2. economics 3. religion 4. education 5. family. This organizational scheme may stimulate additional hypotheses under particular institutions. All responses should be recorded in student notebooks for use later in the unit.

As students select one of the titles and begin reading, Activities 1-3 may be pursued in class. Lead into these activities with an introduction like the one that follows here.

Since America's inception a part of the American consciousness had been a hatred of colonialism, a hatred so intense that it climaxed in revolution and independence from Great Britain. Thirteen upstart colonies had won the world's first successful revolution against a mother country. For many years thereafter, young America looked sympathetically upon other anticolonial struggles in Central and South America.

By the 1890's, however, circumstances and attitudes had changed. The frontier had been settled and the United States was about to become the world's leading industrial power. A relatively small population could no longer consume vastly increased production from American factories; American businessmen needed additional markets for the surplus. A growing navy needed coaling stations at strategic locations around the world. Missionaries, businessmen, and government leaders, imbued with Social Darwinism and sure of the superiority of the Anglo-Saxon "race," believed it their duty to "take them all and . . . educate and uplift and civilize and Christianize . . ."* less fortunate peoples across the seas. Even for the faint of heart, the tottering empire of a once-glorious Spain offered easy pickings: the resources and strategic locations of Cuba, Puerto Rico, and the Philippines. An editorial from Joseph Pulitzer's *New York World*, shown on Activity Sheet 1, is included to stimulate class discussion of the causes of the Spanish-American War, particularly changing American attitudes toward overseas expansion.

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*President William McKinley. Quoted in Samuel Eliot Morison, *Oxford History of the American People* (New York: Oxford University Press, 1965), p. 805.

STUDENT ACTIVITY SHEET I

From an editorial in Joseph Pulitzer's
New York World *of February 13, 1897*

How long are the Spaniards to drench Cuba with the blood and tears of her people?

How long is the peasantry of Spain to be drafted away to Cuba to die miserably in a hopeless war, that Spanish nobles and Spanish officers may get medals and honors?

How long shall old [Cuban] men and women and children be murdered by the score, the innocent victims of Spanish rage against the patriot armies they cannot conquer?

How long shall the sound of rifles in Castle Morro at sunrise proclaim that bound and helpless prisoners of war have been murdered in cold blood?

How long shall Cuban women be the victims of Spanish outrages and lie sobbing and bruised in loathsome prisons?

How long shall women passengers on vessels flying the American flag be unlawfully seized and stripped and searched by brutal, jeering Spanish officers, in violation of the laws of nations and of the honor of the United States?

How long shall American citizens, arbitrarily arrested while on peaceful and legitimate errands, be immured [kept] in foul Spanish prisons without trial?

How long shall the navy of the United States be used as the sea police of barbarous Spain?

How long shall the United States sit idle and indifferent within sound and hearing of rapine and murder?

How long?

After students have examined Student Activity Sheet 1, ask:

a. What conditions in Cuba are attacked in this editorial?

b. What proof of these conditions is offered? Why might one not necessarily expect such proof in an editorial?

c. If you were an American in 1897, what would your reaction be to this editorial? How would you feel towards Spain? Towards the Cuban people? (see pages 6-7 of *The Good Years*)

d. How would you compare this editorial with the quote by Senator Chauncey Depew on page 1 of *The Good Years?*

e. What propaganda technique is used to influence public opinion in this editorial?

f. After looking at a political map of this period, what other colonies besides Cuba still remained in Spanish hands?

(1) Research

President Theodore Roosevelt once called the Spanish-American conflict "a glorious little war." In small groups, use general reference sources to take notes on:

a. major causes of the war.
b. the "spark" which led to an American declaration of war.
c. the relative strength of Spain and the United States in 1898.
d. Theodore Roosevelt's Rough Riders in Cuba.
e. the role of black American troops in the war.
f. short- and long-term results of the war for Spain, the United States, Japan, and China, as well as the peoples of Cuba, Puerto Rico, and the Philippines. (see pages 6-8 in *The Good Years*)

As each group gathers data on one of the above items, have the groups prepare a five-minute summary of their findings for the class.

A major result of the Spanish-American War, which may have appeared in students' tentative hypotheses and should have been included in the oral presentations in Activity 1, is that the American victory made this country not only the world's leading industrial power but also a major military and political power. Never again could the United States turn away from world affairs without suffering grievous consequences. When we tried to do so in the twenties and thirties, the result was near destruction for much of the free world.

Twenty years after the Spanish-American conflict, the United States again entered a war. This time, however, President Wilson was careful to point out that the United States desired no territorial conquests; we were going "to make the world safe for democracy." The ideals of the American Revolution were about to be exported.

Causes of World War I and their relationship to everyday American life in 1914 are covered on pages 308-18 of *The Good Years*. Students reading this title may act as "experts" in the next activity.

(2) Research

From a general reference source, make a list of President Wilson's Fourteen Points, which constituted his program for an honorable peace. Group items in your list under the institutional headings of: politics, economics, religion, education, and family.

After the Fourteen Points have been so grouped, ask:

a. How do these points compare to other postwar settlements that you may have read about?

b. Are you aware that no peace treaty has been signed officially ending World War II, the Korean War, or the conflict in Southeast Asia? What might this indicate about statements like the Fourteen Points?

c. What is the value of the Fourteen Points?

(3) Historian Arthur S. Link has said that Wilson's Fourteen Points Address ". . . enjoys the unique distinction of being the only speech that served as the documentary basis for the ending of a great war and conclusion of a general settlement . . . Wilson's address remains today . . . a goad and a challenge to its critics and a charter of world liberty to men who treasure its hope of a new world organized for peace and the advancement of mankind."* Using Dr. Link's statement as an introduction, write a 300-500 word essay on one of the following:

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*Arthur S. Link in Daniel J. Boorstin, ed. *An American Primer* (New York: New American Library, 1966), pp. 805–6.

a. Summarize the German reaction to the Fourteen Points Address.
b. Determine which of the Fourteen Points were included in the Treaty of Versailles and which were not.
c. Trace the outcome of President Wilson's political career after the peace conference in 1919.
d. Discuss the reaction Gene, Phineas, or Mr. Brinker (*A Separate Peace*) might have had if there had been a similar address during World War II. Be sure to consider their reaction against the background of the Allied policy of "unconditional surrender."

Despite the optimism of the Fourteen Points, many Europeans and Americans weren't especially enthusiastic about them. Most victors wanted revenge and the vanquished were in no position to demand fourteen of anything. Sadly, the Wilsonian idealism was at least thirty years ahead of its time. As the U.S. Senate rejected the compromise Treaty of Versailles which contained Wilson's most cherished dream, a League of Nations, a wave of domestic reaction to American involvement overseas had already begun. For the next twenty years, America would try to isolate herself from world affairs; an emasculated League of Nations would stagger into oblivion over aggression in far-off Ethiopia and totalitarian dictators in Europe and Asia would eventually threaten the security of the United States.

Part of this postwar reaction against international involvement manifested itself in a "Red Scare." During World War I the Russian monarchy had been violently replaced by a Communist dictatorship. Threats by the new Russian leaders to export their revolution to western Europe and beyond frightened many Americans. They began to link Communism with other radical ideas which they believed were present in the labor movement, in colleges, and among immigrants from central and southern Europe. As Activity Sheet 2 points out, some actions by public and private leaders during the Red Scare of 1919-20 verged on hysteria; it became a frightening witches' Sabbath, comparable to the madness in colonial Salem or the later monster of McCarthyism in the early 1950's.

Indeed, one reason why Arthur Miller wrote *The Crucible* was to show that fear and intolerance know no historical limits. Miller's own experience as a victim of Senator McCarthy's "witch hunts" convinced him that there were power-

ful parallels between colonial Salem and Washington at mid-century.

STUDENT ACTIVITY SHEET 2

The "Red Scare" and the Beginnings of Isolationism

Most Americans don't know this, but just after World War I, some American and other foreign troops were sent into Russia. There they participated in a civil war on the side of the anti-communist "Whites" against the communist "Reds." The Whites eventually lost; American soldiers returned home.

The Red conquest of Russia and their public statements threatening to export violent revolution shocked and frightened many Americans. Could a Red revolution happen here? Millions feared it could. This fear made some people react in unfair, irrational, and even unconstitutional ways.

Much of the Red Scare was directed against the labor movement. Organized labor had gained in numbers and prestige during World War I, yet their new strength was not reflected in wage increases which matched a stiff rise in prices. The result was a wave of strikes across the country in 1919–20.

As businessmen (who like most Americans were intensely patriotic) watched strikes cut into profits, they began to believe a sinister force was behind them. The sinister force was communism and any other radical 'ism lurking about. When some labor groups called for nationalization of railroads and the coal industry, this seemed positive proof of a communist plot. Despite the fact that less than two-tenths of one percent of the adult population of the United States fell into this "radical" category,* fear of a communist takeover combined with the traditionally anti-labor views of the American middle and upper classes succeeded in pinning a Red label on organized labor.

Events in 1919 and early 1920 seemed to support these

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*Gordon S. Watkins in Frederick Lewis Allen, *Only Yesterday* (New York, Harper & Row, 1931), p. 48.

fears. Thirty-six bombs addressed to government and business leaders were intercepted, mostly at post offices. Attorney General A. Mitchell Palmer's home in Washington was damaged by a bomb. Serious labor strikes arose among the Boston police and in the steel and coal industries. Socialist parades and meetings were broken up by mobs. Five Socialist Party members of the New York State Assembly were expelled by assembly vote, despite the legality of both their election and their political party.

As the coal strike was about to begin, Attorney General Palmer decided to act (President Wilson had recently collapsed from exhaustion). Rather enjoying his nickname of "the Fighting Quaker," Palmer secured an injunction against the coal strike leaders. The strike collapsed.

Palmer's next act stands even today as a terrifying example of the unconstitutional abuse of individual rights by executive power. Palmer ordered the arrest, with or without warrants, of suspected communists throughout the nation Some were seized at party meetings, others in their homes. Many were jailed for weeks before learning of the charges against them. While many were eventually released, several hundred communist leaders were deported to Russia.

Although the Boston police lost their strike (and their jobs) and the strikes in coal and steel were failing, Palmer continued to release information to the press on the communist threat. Frederick Lewis Allen in *Only Yesterday* (p. 48) described Palmer's publicity methods:

> In public statements he was reminding the twenty million owners of Liberty [war] bonds and the nine million farm-owners and the eleven million owners of savings accounts, that the Reds proposed to take away all they had. He was distributing boiler-plate propaganda to the press, containing pictures of horrid-looking Bolsheviks [Reds] with bristling beards, and asking if such as these should rule over America.

The hysteria continued to spread. College professors suspected of radical ideas were urged to resign; public school teachers were made to sign loyalty oaths. People in general were afraid to speak of anything which might be controversial. Suppose someone thought you were a radical?

Militantly patriotic societies grew in numbers and influence. Many books, magazines, and civic organizations were labelled "radical." Even entertainers like Will Rogers and Charlie Chaplin were accused of communist sympathies. Many American literary figures left for Europe, despairing over the climate of conformity and intolerance in their native land.

Perhaps the most tragic outcome of the Red Scare was the fearsome intolerance which reasserted itself toward blacks, Jews, and Roman Catholics. Race riots led to many deaths in northern cities. Jews were accused of international plots to take over the world and didn't Catholics take orders from the Pope? Supporting this wave of intolerance was a revitalized Ku Klux Klan. With local organizations throughout the country, the Klan reached a membership of nearly 5,000,000 in the 1920's.

The worst of the Red Scare was over by the summer of 1920. No revolution had taken place. Radicals had either been jailed, deported, or silenced into more moderate activities. Europe seemed far away and Asia even farther. Americans were tired of tension and fear; they were ready to cut loose and enjoy the "Roaring Twenties."

After students finish reading Student Activity Sheet 2, ask these key questions:

a. What kinds of acts were produced by fear of a communist revolution in the United States in 1919–1920?

b. What other examples of the abuse of executive power have been revealed in more recent years?

With the Watergate scandal still relatively fresh in the public mind, the second question in particular should generate some spirited discussion. When this is concluded, group students together who have read varied unit titles and have them fill out a data retrieval chart similar to the one suggested here.

(4) Data Retrieval Chart

KEY QUESTION: What results were produced by fear in the examples given?	Fear of Satan in *The Crucible*	Trials of Haywood or Czolgosz; Panic of 1907 in *The Good Years*	"The Pogrom" by Hans Peter Richter in *Peacemaking*	The "trial" of Gene in *A Separate Peace*	Government and public reaction to the JFK assassination in *The Day Kennedy Was Shot*	Housing discrimination in *The Education of a WASP*

Additional examples may be added for students reading selections from *Ragtime, The Glory and the Dream,* or *The Making of the President 1972.*

One objective of the Red Scare essay on Student Activity Sheet 2 is to stimulate student curiosity about this period. The next activity suggests a number of research options, which may be studied individually or in small groups. Research gathered may then be shared through panel discussions or symposiums.

(5) Research

Using the Red Scare essay on Student Activity Sheet 2 as a beginning source, investigate in at least two other sources one of the following related topics:

a. American armed forces in Russia, 1919
b. Emma Goldman and the anarchists, Communist Party, or Communist Labor Party in the 1920's (pages 44-47 in *Ragtime*); choose one
c. Eugene Debs and the Socialist Party in the 1920's
d. the International Workers of the World (IWW) in the 1920's (pages 100-6 in *Ragtime*)
e. Samuel Gompers and the AFofL in the 1920's
f. Henry Ford's *Dearborn American*
g. tactics of the Ku Klux Klan in the 1920's
h. Allied Patriotic Societies, American Defense Society, Better America Federation, or the National Security League; choose one
i. Calvin Coolidge and the Boston Police Strike, 1919
j. literary expatriates of the 1920's and 30's such as: F. Scott Fitzgerald, Ernest Hemingway or John Dos Passos; choose one
k. discriminatory laws or practices against blacks, Jews, or Catholics in the 1920's
l. profile of a race riot in the 1920's
m. the Sacco-Vanzetti case
n. voices of moderation: Woodrow Wilson, Secretary of Labor William B. Wilson, Wilson's assistant Louis Post, Charles Evans Hughes, or the AFofL; choose one

(6) Attorney General Palmer's "raids" on suspected communists were clearly unconstitutional. In an essay discuss the reasons why Palmer's actions were illegal or unconstitutional.

(7) In an essay compare and contrast Palmer's "raids" with other specific abuses of executive power in the United States in recent years.

The Red Scare had seemingly ended by the summer of 1920. Yet one can see its far-reaching effects in the transference of fear and intolerance to racial and religious minorities, and a preoccupation with continental affairs, many of them inconsequential.

Popular feelings of militant nationalism were reflected in the American foreign policy called isolationism. America retreated from the international responsibilities she had assumed as a result of the Spanish-American and First World Wars. While the rest of the world reeled under totalitarian threats by Hitler, Mussolini, and Japanese warlords, middle- and upper-class Americans roared through the 20's and suffered along with the poor through the Great Depression of the 30's.

In order to show how the trauma of the Depression reinforced American isolationism in the 1930's the teacher may select older students to examine pages 3-183 in Manchester's *The Glory and the Dream*. These pages summarize the economic collapse of the United States. They also reveal how even after President Roosevelt recognized the mortal danger of the international totalitarian threat, he was faced with the major task of marshalling the support of most Americans for a bipartisan, internationalist foreign policy.

While a few abler students examine selections from *The Glory and the Dream*, students reading *The Good Years* should review the philosophical background for Franklin Roosevelt's "New Deal" in the "New Nationalism" of Theodore Roosevelt and the "New Freedom" of Woodrow Wilson (pp. 295-97). A similar reading in *The Making of the President 1972* is found on pp. 88, 94-5, and 471. Those reading *Peacemaking* should review Alvin Toffler's article entitled "Multinational Corporations" (pp. 467-72). As students read *The Education of a WASP* they should consider the effects of poverty, especially on a racial minority. Some or all of these students may then form a panel to present the information suggested below to the class.

(8) Students selected for this panel discussion might organize their presentation in the following manner:
   a. how the Great Depression increased popular support for an isolationist foreign policy
   b. the impact of the Great Depression on the institu-

tions of politics, economics, religion, education, and the family

c. the origin of many New Deal ideas
d. the importance of big business to a healthy national and world economy
e. the unfinished business of the New Deal: poverty today

Many schools and colleges encourage students to collect the oral history of an event or a period in recent history. As Studs Terkel points out so effectively in *Hard Times*, Americans over fifty generally have vivid memories of the Depression. Students who use oral history techniques may learn a great deal about our past from grandparents and other community residents.

(9) Oral History Research

After reviewing the Great Depression through a panel discussion and general reading, interview at least two people over fifty years of age about their experiences in the Depression. Prepare your questions in advance, and then employ proper interviewing techniques. Choose your best interview to share with the class or a small group.

After the best interviews have been shared, ask a group to select the best of these for presentation to the school or a neighborhood library. Formats might include an edited cassette tape or a photo essay.

Isolationism was suddenly vitiated by the Japanese attack on Pearl Harbor; the war intrudes just as ominously in the novel *A Separate Peace*. The biggest decision Gene and Phineas must consider in their seventeenth year is in which branch of the service to enlist in their eighteenth. As violence in Gene's thoughts and actions builds, so do the descriptions of mass violence made socially acceptable by war. Indeed, Gene increasingly has difficulty separating wartime slaughter from his own envy, hatred, and then physical violence toward Phineas.

Students may explore this phenomenon of violence in the unit texts through a data retrieval chart similar to the one on the next page. Group students reading varied titles together so that they may share their knowledge in order to complete the chart.

For a narrative summary of World War II, ask selected older students to read pp. 238-388 in *The Glory and the Dream*. Other students may use general reference sources

(10) Data Retrieval Chart

KEY QUESTION:	Executions of twenty "witches" in *The Crucible*	Assassination of McKinley in *The Good Years*	"Explosive Youngsters: What to Do About Them" by Edwin Kiester, Jr. in *Peacemaking*	Phineas' "accidental" fall from the tree in *A Separate Peace*	Threats by Oswald to kill other U.S. leaders in *The Day Kennedy Was Shot*	Medical care for blacks in *The Education of a WASP*
Can you describe how two or more of the institutions of politics, economics, religion, education, and the family relate to each of these examples?						

to prepare brief oral summaries from notes, working individually or in small groups.

(11) Research

Use a general reference source to prepare a 3-5 minute oral summary from notes on one of the following:

a. neutrality legislation of the 1930's
b. political, military, and economic expansion of the Axis Powers in the 1930's—a large map would be effective
c. collapse of (or threats to) European democracies in the 1930's
d. collapse of the League of Nations
e. steps taken by the U.S. government in moving from isolationism to international involvement, 1938-1941
f. decisive military and/or naval campaigns of the war
g. rationing on the home front
h. the decision to use atomic weapons against Japan
i. decisions reached at wartime conferences at Yalta and Potsdam
j. founding of the United Nations

By the time World War II had ended, Americans had finally accepted their role in world affairs. As the sole possessor (at least for a few years) of atomic weapons, the United States really had no choice but to assume world leadership. Britain and France were prostrate; the Russians had lost 20,000,000 people in the war.

Soon after the Axis surrender, however, the Cold War began. Whether due to Soviet treachery or misunderstanding on each side of the other's intentions, an "Iron Curtain" of fear and suspicion fell between east and west.

The roots of the Cold War are examined briefly in the light of the wartime agreements at Yalta and Potsdam in *The Glory and the Dream*, (pp. 348, 410). In the next research activity, students examine selected Cold War events to show the impact of east/west hostility on domestic affairs in the United States, particularly during the McCarthy era. Items a through f should be shared before examining the McCarthy period; items g, h, and i may be presented afterwards. *The Glory and the Dream* is a useful reference source for this as well.

(12) Research

In small groups, use general reference sources to prepare an outline summary of one of the following Cold War events:

a. atomic espionage of David Greenglass and the Rosenbergs
b. American realization that eastern Europe seemed firmly under Communist control
c. The Chinese Communist takeover in mainland China
d. the Truman Doctrine applied to Greece and Turkey
e. the Berlin Airlift
f. the Korean War as a stalemate
g. the U-2 or the *Pueblo* incidents
h. the Cuban missile crisis or the Bay of Pigs disaster
i. American defeat in Southeast Asia

After oral presentations to the class of items a through f, give the class a brief summary of Senator Joseph McCarthy's background and actions from 1946-1954 (see pages 513, 520 and 700-16 in *The Glory and the Dream*). His role as a demagogue will be explored in greater detail in the second section of this unit. Conclude by asking this key question which focuses attention on postwar American involvement in international affairs:

> How did the Cold War events just presented create a climate of fear and hysteria that gave rise to the actions of Senator McCarthy?

The passage of American foreign policy from the Cold War to the present "detente" was not an easy one. Initial American reaction to postwar Soviet gains was a policy of containment, to oppose Soviet expansion wherever and whenever it might occur. As this eventually appeared to be too expensive and wearing an undertaking, emphasis shifted to building the potential for massive retaliation, building a stockpile of nuclear weapons so great that "overkill" could destroy life on earth. When this policy was found lacking in flexibility, since the communists took advantage of it to launch conventional "wars of national liberation," the United States responded to this kind of warfare with massive intervention in Southeast Asia.

By 1974, both sides in the Cold War appeared to be at a standoff. A nuclear capability was beginning to proliferate among other nations at an alarming rate. China, indirectly a victor in Southeast Asia, was challenging both Russian and American hegemony. No longer could the U.S. and USSR assume that their rivalry was the only one that mattered. Within this scenario, leaders of Communist China, the USSR, and the United States are attempting to work out a policy of mutual understanding which has been called "detente." Fragile though it may seem at times, detente may offer the first opportunity in thirty years to move from militant confrontation toward world peace.

The possibility of detente makes Stanford's *Peacemaking* important reading for exploring where a true detente might lead world society. It is not absolutely necessary to read the whole book in order to understand the principles. Activities based primarily on *Peacemaking* articles are offered as an option in the culminating activities that follow. Other activities follow some of the articles in the book itself.

Culminating Activities

(13) In *Peacemaking* a series of articles suggest that there are ways to peacefully counter the aggression we observe in our everyday lives and in the world at large. Write an essay explaining and giving examples of one nonviolent way towards peace.

In the next activity, the imperatives for a peaceful world discussed in *Peacemaking* are applied to examples from other unit texts. Group students together who have read varied titles for this activity.

(15) As a class, construct a "Social Futures Inventory." (An example of such an inventory may be found in *Peacemaking*.) You may wish to use the general headings found in the following data retrieval chart. Under each heading decide what specific goals world society must achieve by the year 2000. Once your class is "complete," rank order the items in each category and share reasons for both agreement and disagreement. Save your list for an additional activity at the end of this unit.

(16) In an essay show how the results of the Spanish-American War contributed to American entrance into World War I *or* how the results of World War I contributed to the causes of World War II.

(17) Re-examine the tentative hypotheses on the sources of American power generated at the outset of this

(14) Data Retrieval Chart

KEY QUESTION:	*The Crucible*	*The Good Years*	*Peacemaking*	*A Separate Peace*	*The Day Kennedy Was Shot*	*The Education of a WASP*
Describe examples of the peaceful use of power in unit texts under one or more of the following headings: a. protection of human rights b. a minimum standard of living c. protection of the environment d. political participation						

unit. Add or delete any factors which you now believe necessary or unnecessary.

Individual Power

In the previous section the power of a nation and the world community, used for both good and evil, was examined through the institutions of politics, economics, religion, education, and the family. In this section the capacity of the individual for both good and evil, violence and nonviolence, is explored.

Questions raised under individual power include:

a. How does an individual respond to the power of evil in himself/herself as well as in society?
b. How can an individual exercise his/her own power in an ever more complex and demanding society?
c. How can the individual exercise power to bring about change for the betterment of society?

Individual capacity for evil is explored through independent case studies of demagoguery in the American past. Major objectives of the student-developed case studies on demagogues are: determining their common characteristics, recognizing examples of demagoguery, and examining strategies to combat the demagogue.*

The final theme, the individual as change agent for social betterment, provides concrete examples of men and women who have used their own power to effect social change. Concluding activities review unit understandings and offer suggestions to young people for acting decisively to change their social and physical environment.

To begin, explain to students that they are going to construct case studies about demagogues in America's past. Therefore, they must be sure they know the meaning of "demagogue." They also need to discuss what kinds of biographical

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*A valuable teacher or student reference is Stanley Milgram, *Obedience to Authority* (New York: Harper & Row), 1974.

background to look for and how they can "prove" that the individual is, indeed, a demagogue. Ask these key questions:

a. What biographical information should one look for in studying a demagogue?
b. What characteristics do you think demagogues may have in common?

The answers to these key questions may be regarded as tentative hypotheses to aid in constructing a case study. When responses cease, ask students to think of American demagogues they may have read about in this unit. Answers may include:

a. Deputy Governor Danforth (*The Crucible*)
b. "Big Bill" Haywood or Emma Goldman (*The Good Years* and *Ragtime*)
c. Brinker (*A Separate Peace*)
d. Attorney General Palmer (Activity Sheet 2)
e. Leaders of the Ku Klux Klan (Activity Sheet 2)
f. Joseph McCarthy (*The Glory and the Dream* and *The Making of the President 1972*)

(18) Research

Select one of the demagogues mentioned by the class. Using the tentative hypotheses on the common characteristics of demagogues, construct a case study of the person you chose. Share your case study with others.

After the case studies have been shared, re-examine with the class the tentative hypotheses on the characteristics of demagogues. Develop a comprehensive, one sentence hypothesis based on class or group discussions of the case studies.

(19) Research

Demagogues are often most successful in unscrupulously appealing to people's passions and emotions when the good people fail to speak out against them. The terrifying success of Adolf Hitler attests to this. Joseph McCarthy had almost a blank check for a communist witch hunt because others feared his power or wished to exploit a second "Red Scare." Using the case study you have already prepared, determine whether or not the demagogue was denounced by others. In a class discussion, share your findings.

(20) Working with a partner, create a 3-5 minute dialogue between the demagogue in your case study and a citizen who speaks out against him. This dialogue may serve as a test of your understanding of the characteristics of the demagogue.

An interesting option to the last activity is to ask partners to switch roles and have them then present the dialogue again.

Demagoguery is one form of individual power. Assassination is another more absolute, physically violent display of power. In our century we have lost at least five major leaders by assassination: William McKinley (*The Good Years*); John and Robert Kennedy (*The Day Kennedy Was Shot*, *"They've Killed the President!"*, *The Making of the President 1972*, *The Glory and the Dream*); Malcolm X (*The Education of a WASP*, *The Glory and the Dream*); and Martin Luther King (*Peacemaking*, *The Glory and the Dream*). Two activities on the personalities and motivations of assassins are offered below.

(21) Research
Many of the assassins of great men have themselves been failures at one or many life tasks. Poor school performance, poor work performance, social isolation, political radicalism, and family instability characterize the would-be assassin. How many assassins of twentieth century leaders (such as John F. Kennedy, Robert Kennedy, Martin Luther King, Malcolm X, and William McKinley) share some or all of the general problems cited above? Share your findings in a panel discussion.

(22) In an essay or a panel discussion compare and contrast the motivations for five major assassinations of American leaders in the twentieth century. Use: *The Good Years* (pp. 43-47) for President McKinley's assassination, *The Day Kennedy Was Shot* (pp. 10-14) for President Kennedy's assassination, and *The Education of a WASP* (pp. 78-79) for Malcolm X and perhaps *The Glory and the Dream* (pp. 1129-31) for the murder of Robert Kennedy or Martin Luther King.

In *The Good Years*, the author despairs for a vanished era when, "whatever the trouble, people were sure they could fix it . . . everyone at least had a bold plan and could hardly wait to try it." Many others also believe today that our impersonal, complex, rapidly changing society has robbed us of the will to bring about change for the betterment of society. We allow events and institutions to dominate us instead of dominating those phenomena which so desperately need the power of the human spirit.

The purpose of this final theme under individual power is to demonstrate to students that individuals *do* have the power to effect constructive change. Furthermore, this power can be successfully exercised in nonviolent ways which in some instances have "made tyrants tremble." This positive moral imperative is a major theme in *The Education of a WASP* and *Peacemaking.*

Ask students to recall examples of individuals who used power for constructive ends in the unit texts. List the names on the blackboard. Then group the names under one or more of the following imperatives for world peace as discussed in *Peacemaking*. Some examples are shown below.

a. protection of human rights: Mohandas Gandhi, Martin Luther King, Henry Kissinger, Lois Mark Stalvey, John F. Kennedy, Clarence Darrow, Giles Corey, Phineas

b. minimum standard of living: Jane Addams, Cesar Chavez, Samuel Gompers, Franklin D. Roosevelt

c. protection of the environment: Gifford Pinchot, Ralph Nader

d. political participation: Harriet Stanton Blatch, Theodore Roosevelt, Woodrow Wilson

Before introducing the next activity, suggest that students refer to three articles in *Peacemaking*: a. "Letter from a Birmingham Jail" by Martin Luther King b. "Direct Action Tactics" by Martin Oppenheimer and George Lakey and c. "Gandhi's Moral Equivalent of War" by Jo Anne Black, Nick Harvey and Laurel Robertson.

(23) Research

After briefly reviewing biographical information on one of the individuals in a unit text who used power for constructive good, determine *how* this individual used power to bring about change. Consider both methods and goals as well as actual achievements.

In an evaluative discussion, ask:

a. What alternatives to violent change are offered by these individuals?

b. What kind of a personal commitment does nonviolence require?

c. How can a commitment to nonviolence sometimes result in violence? Could you remain nonviolent if someone used violence against you?

d. Can you see nonviolence as an important force in your own life?

Culminating Activities

(24) Make an "Individual Futures Inventory" for yourself. List your personal future goals under the heading of: human rights, minimum standard of living, protection of the environment, and political participation. Compare your personal inventory with the "Social Futures Inventory" prepared by the class in Activity 15. At the bottom of your "Individual Futures Inventory" answer the following:

a. What goals in your individual inventory appear to conflict with the class goals established in the social inventory?

b. Have you failed to list any personal goals under one or more of the headings? If so, what attitude might this indicate?

c. How can you resolve these conflicts or omissions?

Then share your answers with others in a small discussion group.

(25) Make a large transnational map of the world as suggested on page 478 of *Peacemaking*. Work on the map in small groups; when it is complete you should be able to see your dependence on the world and perhaps more importantly, its dependence on you. Compare the map made by your group with those of others.

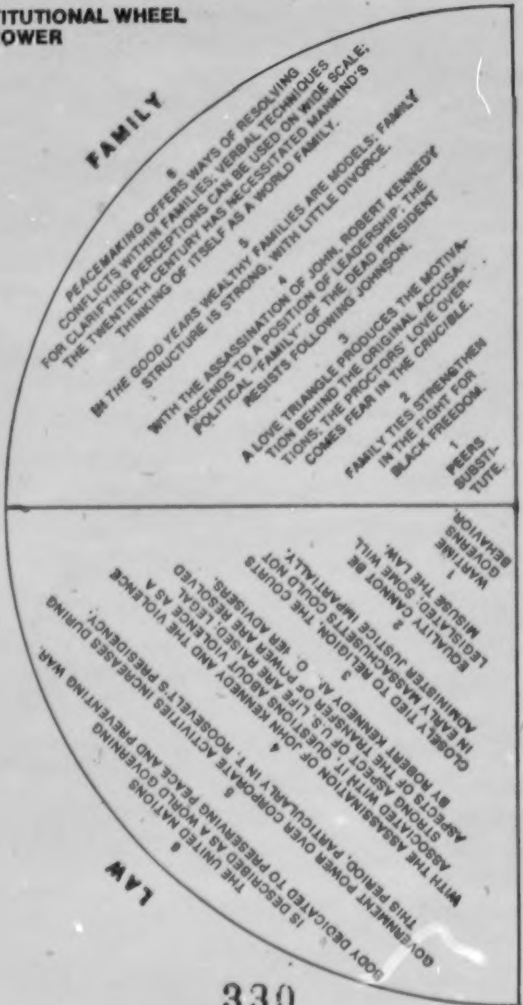
For the final unit activity, an activity used in the frontier unit has been modified here to synthesize unit readings on collective and individual power. Students reading varied titles should complete the Institutional Wheel in small groups, perhaps copying their wheel onto larger paper. A completed sample wheel is appended.

(26) Use the unit texts and activities as well as discussions of collective and individual power to contribute to the creation of a group product: an Institutional Wheel showing how power was gained in the book(s) you read. Use separate colors for examples of collective and individual power.

Starting with the small universe of the private school of Devon (*A Separate Peace*), the impact of the five institutions on the lives of individuals and vice versa is reflected in the ever-widening circles of the Institutional Wheel. The universe of the wheel widens from the insular life of a private school to the broader power struggles involving racial questions in *The Education of a WASP*. Moving from power sought in behalf of a minority group, *The Crucible* section of the Institutional Wheel deals with the power of a society founded on a union of church and state. Although the witchcraft in Salem may seem remote in the context of twentieth century power, parallels between the Salem trials and the McCarthy era have been implied by Arthur Miller, who authored *The Crucible*. Communism, rather than witchcraft, comprises the basis of fear in the 1950's. Next, the Institutional Wheel shows an aspect of power on the national scale, the transfer of power in the highest office of the land. *The Day Kennedy Was Shot* focuses on the events of the single day in the twentieth century when the U.S. was without a leader for a matter of hours. Following that, *The Good Years* reveals some facets of the United States as it was about to emerge as a world power. Expansion, optimism, and a belief in this country as "the best" seem to characterize this age as well as to offer a basis for understanding why the United States dropped its isolationist stance and later took position as a world power. Finally, *Peacemaking*, in addition to describing the international peacemaking body of the United Nations, offers ideas about power on a universal scale. Power may grow from passive resistance; power may emerge from the desperate fear of world destruction; power may be spiritual, rather than material.

This activity challenges students to visually present a summary of the unit readings on power, starting with individual power struggles in *A Separate Peace* at the center of the wheel and ending with *Peacemaking* as the epitome of international power techniques in the modern world. A sample Institutional Wheel of Power follows.

INSTITUTIONAL WHEEL OF POWER



FAMILY

6 PEACEMAKING OFFERS WAYS OF RESOLVING CONFLICTS WITHIN FAMILIES; VERBAL TECHNIQUES FOR CLARIFYING PERCEPTIONS CAN BE USED ON WIDE SCALE; THE TWENTIETH CENTURY HAS NECESSITATED MANKIND'S THINKING OF ITSELF AS A WORLD FAMILY.

5 IN THE GOOD YEARS WEALTHY FAMILIES ARE MODELS; FAMILY STRUCTURE IS STRONG, WITH LITTLE DIVORCE.

4 WITH THE ASSASSINATION OF JOHN, ROBERT KENNEDY ASCENDS TO A POSITION OF LEADERSHIP; THE POLITICAL "FAMILY" OF THE DEAD PRESIDENT RESISTS FOLLOWING JOHNSON.

3 A LOVE TRIANGLE PRODUCES THE MOTIVATION BEHIND THE ORIGINAL ACCUSATIONS; THE PROCTORS' LOVE OVERCOMES FEAR IN THE CRUCIBLE.

2 FAMILY TIES STRENGTHEN IN THE FIGHT FOR BLACK FREEDOM.

1 PEERS SUBSTITUTE.

LAW

6 THE UNITED NATIONS IS DESCRIBED AS A WORLD GOVERNING BODY DEDICATED TO PRESERVING PEACE AND PREVENTING WAR.

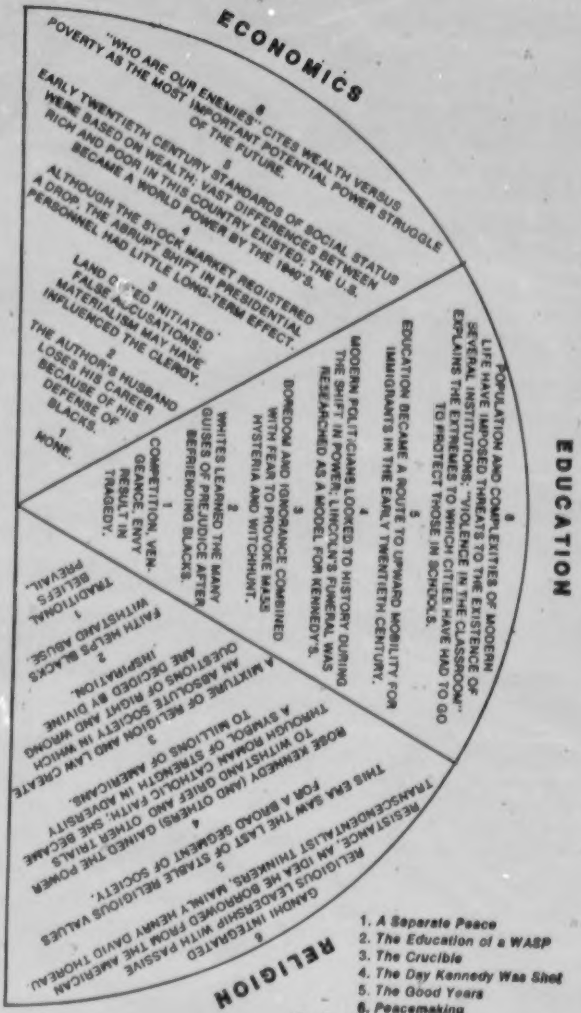
5 GOVERNMENT POWER OVER CORPORATE ACTIVITIES INCREASES DURING THIS PERIOD, PARTICULARLY IN T. ROOSEVELT'S PRESIDENCY.

4 WITH THE ASSASSINATION OF JOHN KENNEDY AND THE VIOLENCE ASSOCIATED WITH IT, QUESTIONS ABOUT VIOLENCE AS A STRONG ASPECT OF U.S. LIFE ARE RAISED; LEGAL ASPECTS OF THE TRANSFER OF POWER ARE RESOLVED BY ROBERT KENNEDY AND OTHER ADVISERS.

3 CLOSELY TIED TO RELIGION, THE COURTS IN EARLY MASSACHUSETTS COULD NOT ADMINISTER JUSTICE IMPARTIALLY.

2 EQUALITY CANNOT BE LEGISLATED; SOME WILL MISUSE THE LAW.

1 WARTIME GOVERNS BEHAVIOR.



ECONOMICS

6 "WHO ARE OUR ENEMIES" CITES WEALTH VERSUS POVERTY AS THE MOST IMPORTANT POTENTIAL POWER STRUGGLE OF THE FUTURE.

5 EARLY TWENTIETH CENTURY STANDARDS OF SOCIAL STATUS WERE BASED ON WEALTH; VAST DIFFERENCES BETWEEN RICH AND POOR IN THIS COUNTRY EXISTED; THE U.S. BECAME A WORLD POWER BY THE 1940'S.

4 ALTHOUGH THE STOCK MARKET REGISTERED A DROP, THE ABRUPT SHIFT IN PRESIDENTIAL PERSONNEL HAD LITTLE LONG-TERM EFFECT.

3 LAND GREED INITIATED FALSE ACCUSATIONS; MATERIALISM MAY HAVE INFLUENCED THE CLERGY.

2 THE AUTHOR'S HUSBAND LOSES HIS CAREER BECAUSE OF HIS DEFENSE OF BLACKS.

1 NONE.

EDUCATION

6 POPULATION AND COMPLEXITIES OF MODERN LIFE HAVE IMPOSED THREATS TO THE EXISTENCE OF SEVERAL INSTITUTIONS; "VIOLENCE IN THE CLASSROOM" EXPLAINS THE EXTREMES TO WHICH CITIES HAVE HAD TO GO TO PROTECT THOSE IN SCHOOLS.

5 EDUCATION BECAME A ROUTE TO UPWARD MOBILITY FOR IMMIGRANTS IN THE EARLY TWENTIETH CENTURY.

4 MODERN POLITICIANS LOOKED TO HISTORY DURING THE SHIFT IN POWER; LINCOLN'S FUNERAL WAS RESEARCHED AS A MODEL FOR KENNEDY'S.

3 BOREDOM AND IGNORANCE COMBINED WITH FEAR TO PROVOKE MASS HYSTERIA AND WITCHHUNT.

2 WHITES LEARNED THE MANY GUISES OF PREJUDICE AFTER BEFRIENDING BLACKS.

1 COMPETITION, VENGEANCE, ENVY RESULT IN TRAGEDY.

RELIGION

6 GANDHI INTEGRATED RELIGIOUS LEADERSHIP WITH PASSIVE RESISTANCE, AN IDEA HE BORROWED FROM THE AMERICAN TRANSCENDENTALIST THINKERS, MAINLY HENRY DAVID THOREAU.

5 THIS ERA SAW THE LAST OF STABLE RELIGIOUS VALUES FOR A BROAD SEGMENT OF SOCIETY.

4 ROSE KENNEDY (AND OTHERS) GAINED THE POWER TO WITHSTAND GRIEF AND OTHER TRIALS THROUGH ROMAN CATHOLIC FAITH; SHE BECAME A SYMBOL OF STRENGTH IN ADVERSITY TO MILLIONS OF AMERICANS.

3 A MIXTURE OF RELIGION AND LAW CREATE AN ABSOLUTE SOCIETY IN WHICH QUESTIONS OF RIGHT AND WRONG ARE DECIDED BY DIVINE INSPIRATION.

2 FAITH HELPS BLACKS WITHSTAND ABUSE.

1 TRADITIONAL BELIEFS PREVAIL.

1. *A Separate Peace*
2. *The Education of a WASP*
3. *The Crucible*
4. *The Day Kennedy Was Shot*
5. *The Good Years*
6. *Peacemaking*

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Skills Enrichment

The source material and activities throughout the "Skills Enrichment" section may be used to increase the student's competence in basic skills.

Although the preceding units of STUDY AMERICA have each included skills activities, teachers may wish to concentrate on those areas where student improvement is most needed. To facilitate individual emphasis, skills are organized into four categories:

Study skills
Oral skills
Vocabulary skills
Writing skills

STUDY SKILLS

General Study Skills for Units I—VI

The variety of literary forms and styles used in this guide makes the teaching of organizational and expressional skills extremely effective.

This skills area is reinforced through four activities involving evaluation, recall, conceptualization, and record keeping.

Unit Activity Card

During the course of each unit the student will complete a Unit Activity Card. The card provides teachers and students with a valuable record of accomplishment and an effective means of evaluation. Completing the card provides students with a sense of what they have accomplished, teaches them the importance of organizing, and provides the teacher with a basis on which to confer with the student and evaluate his or her performance. Activities in which the class engaged while a student was absent, as well as work not completed, should be omitted from the student's activity card.

Writing Strengths and Weaknesses

It is often useful for both the teacher and the student to keep a record of accomplishments and of areas where more development is needed. One way of doing this is to have the student keep all his/her written assignments together in one folder along with a chart on which he/she can keep a running check on strengths and weaknesses. An example of a chart has been provided. The chart has been divided into two sections, writing strengths and writing weaknesses. The chart can be stapled to the inside covers of the folder for easy visibility.

The Writing Strengths and Weaknesses Chart should be passed out and the folder started after the first set of papers have been corrected and returned. Teachers should make their comments on the students' papers relevant to the com-

STUDY AMERICA
UNIT ACTIVITY CARD

Directions:

List under the appropriate heading the activities in which you engaged during this unit. Use titles of reports, essays, viewings, oral reports, etc. whenever possible. File this along with the papers you have completed for this unit.

Student Name: ____________________

Date: ____________________

READINGS

ORAL REPORTS

CONSTRUCTIONS, OTHER PROJECTS

WRITINGS (include focus of each)

VIEWINGS AND LISTENINGS

FIELD TRIPS

STUDY AMERICA
WRITING STRENGTHS

Unit Title: ____________ **Student Name:** ____________

Date: ____________

Directions:

Keep this chart as a record of your writing progress. Check (✓) appropriate squares. Clip this chart to each paper that you submit during this unit. Growth is indicated by an increase in checks on this page.

WEEK	1	2	3	4	5	6	7	8
FORM:								
A. PARAGRAPH STRUCTURE								
1. EFFECTIVE TRANSITIONS								
2. CLEAR TRANSITIONS								
3. COHERENT PARAGRAPHS								
4. EFFECTIVE, EMPHATIC								
5. PROPORTIONED								
B. SENTENCE STRUCTURE								
1. UNIFIED								
2. COHERENT								
3. CLEAR								
4. VARIED								
5. PROPORTIONED (CORRECT COORDINATION, SUBORDINATION)								
C. DICTION (WORD CHOICE)								
1. PRECISE								
2. FRESH								
3. ECONOMICAL								
4. IDIOMATIC								
D. GRAMMAR-MECHANICS								
1. CORRECT SPELLING								
2. CORRECT PUNCTUATION								
3. CORRECT GRAMMAR								

WEEK	1	2	3	4	5	6	7	8
CONTENT:								
A. CENTRAL IDEA								
1. DEFINED (DISTINCT)								
2. SIGNIFICANT								
B. SUPPORTING DETAIL								
1. RELEVANT								
2. VARIED								
3. EMPHATIC								
4. SUBSTANTIAL								

STUDY AMERICA
WRITING WEAKNESSES

Unit Title: ______________________ **Student Name:** ____________________

Date: ____________________

Directions:

Keep this chart as a record of your writing progress. Check (✓) appropriate squares. Clip this chart to each paper that you submit during this unit. Growth is indicated by an decrease in checks on this page.

WEEK	1	2	3	4	5	6	7	8
FORM:								
A. PARAGRAPH STRUCTURE								
1. INEFFECTIVE TRANSITIONS								
2. UNCLEAR TRANSITIONS								
3. INCOHERENCE								
4. MONOTONY								
5. LACK OF BALANCE								
B. SENTENCE STRUCTURE								
1. RUN-ON SENTENCES								
2. FRAGMENTS								
3. MONOTONY								
4. LACK OF COORDINATION/ SUBORDINATION								
5. FAULTY PARALLELISM								
C. DICTION (WORD CHOICE)								
1. VAGUE								
2. SUBSTANDARD								
3. CLICHE								
D. GRAMMAR-MECHANICS								
1. SPELLING ERRORS								
2. PUNCTUATION ERRORS								
3. GRAMMATICAL ERRORS								

WEEK	1	2	3	4	5	6	7	8
CONTENT:								
A. CENTRAL IDEA								
1. LACKING								
2. CONFUSED								
3. TRIVIAL								
B. SUPPORTING DETAIL								
1. ABSENT								
2. IRRELEVANT								
3. REPETITIOUS								
4. INSUFFICIENT								
5. WRONG								

ments on the Writing Strengths and Weaknesses Chart. Students should then record on the Weaknesses side of the chart under "Week 1" a check in each particular weakness noted on the corrected paper. If a lesson on sentence and paragraph unity has been taught, perhaps there will be an emphasis on unity comments on the composition. If a lesson on punctuation has been taught, perhaps students will notice a predominance of remarks that pertain to punctuation. However, even though the focus of a lesson may be on a particular aspect of writing, other aspects should not be ignored. Students who have used the Writing Strengths and Weaknesses Chart and folder faithfully have overcome individual writing problems.

The Strengths side of the chart provides an opportunity for positive feedback. Students need positive comments, even though these comments may be qualified.

The Writing Strengths and Weaknesses folder may be a part of the teacher/student progress conferences at the end of each unit. Once a pattern of weakness has been discerned, individual prescriptions for improvement may be worked out during this conference period (sometimes, even before) if the teacher wishes.

There are eight weeks listed on the Writing Strengths and Weaknesses Chart for *form* as well as for *content*. It is assumed that most, if not all, units will run no longer than eight weeks. In addition, the content section has been placed on the right half of the page so that students may see that it deserves a position of importance equal to form. There are so many sections pertaining to form that students may forget the importance of content unless reminded periodically.

Elements of Good Writing

Teachers may wish to spend some time at the beginning of each unit discussing the elements of good writing. These may be tied into the points listed below, or the headings on the Writing Strengths Chart may be used directly.

UNITY-COMPLETENESS

All parts harmonize; each part leads to the next; all parts complete the whole.
Primary method of achieving unity: *outline.*

CLARITY-PRECISION

Each word, phrase or sentence conveys the appropriate and exact meaning; connotative as well as denotative meaning serves to clarify.

Primary method of achieving clarity: *thesaurus, dictionary.*

COHERENCE-CONSISTENCE

Connectives that subordinate, coordinate or show direction of ideas give coherence.

Primary method of achieving coherence: *grammar, connectives.*

VARIETY-VITALITY

Fresh words, expressions, metaphors, style, and sometimes form give vitality to writing.

Primary method of achieving vitality: *sensory experiences.*

BALANCE-STYLE

State ideas of equal weight in parallel form.

Primary method of achieving balance: *literary examples.*

Universalities

Certain themes thread their way through much of American literature. To help the student understand and think about common themes and to help him/her to make associations between works of literature read during the unit, the semester, or during the entire year, the Universalities sheet has been provided. If students are allowed to fill it out during class it provokes questions and it may help students to understand American literary thought more clearly.

Constructing an Outline

Have students construct an *outline* based on a chapter from one of the unit titles. The text may concern any subject area. The outline should consist of phrases and it should break ideas down into three levels (see below for an example of this format).

Before collecting and correcting the outlines, the teacher may use an overhead projector or the blackboard to correct a few sample student outlines once the assignment has been completed. Then, have students:

1. Select any research item which you have not yet completed in a unit. As soon as you have located enough information about the subject, prepare an outline. Submit the outline in the three-level format.
2. Write a research paper of five to ten pages. Document all sources and follow the outline.

UNIVERSALITIES

Directions: Many of the readings in STUDY AMERICA interrelate because of common themes. So that you may more easily make associations concerning your reading, keep a record for each book that you read. Emphasis, therefore, will be on the book named at the top of the paper. As you think about the themes below, circle the exact one treated in the book you read. There may be several themes in each book, as you know. Space is provided so that you may write a sentence or two showing how the author presented the theme.

Your Name: ______________________ Date: __________

Book Title: ______________________

Type: (Essays, Novel, Short Stories, Play, etc.) ______________________

____

UNIVERSAL THEMES:

1. SUFFERING/GUILT/PLEASURE ______________________
2. GOOD/EVIL ______________________
3. NATURE/SCIENCE/RELIGION ______________________
4. CIVILIZATION/WILDERNESS ______________________
5. FREEDOM/SLAVERY ______________________
6. COMMITMENT/ALIENATION ______________________
7. LOVE/HATE ______________________
8. COMMUNICATION/SILENCE ______________________
9. TIME/SPACE ______________________
10. WASP VALUES/MINORITY VALUES ______________________
11. OBEDIENCE/DISSENT ______________________
12. COURAGE/COWARDICE ______________________
13. REALITY/FANTASY ______________________
14. FREE WILL/FATE ______________________
15. FORMAL EDUCATION/PRACTICAL EXPERIENCE ______________________

ADDITIONAL COMMENTS: ______________________

____

Three-Level Phrase Outline Format

I. XXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
  A. XXXXXXXXXXXXXXXXX
    1. XXXXXXXX
    2. XXXXXXXX
  B. XXXXXXXXXXXXXXXXX
II. XXXXXXXXXXXXXXXXXXXXXXXXXXXX
  A. XXXXXXXXXXXXXXXXX
    1. XXXXXXXX
    2. XXXXXXXX
  B. XXXXXXXXXXXXXXXXXX
    1. XXXXXXXXX
    2. XXXXXXXXX

Special Study Skills for Unit II

Checklist of Skills: The Simulated Trial of Huckleberry Finn
Directions: Have students check the items below on the basis of *their* participation in this activity.

A. Check the *study habits* that you improved upon during this activity.
  1. ☐ getting work done on time
  2. ☐ working with a group
  3. ☐ assuming a leadership role
  4. ☐ taking directions from a leader
  5. ☐ taking notes and using them effectively
  6. ☐ evaluating self-participation
  7. ☐ evaluating others' product

B. Check the boxes that indicate *reading* skills which you learned or improved upon during this activity.
  1. ☐ remembering facts
  2. ☐ relating your life to your reading
  3. ☐ selecting and organizing facts to form a point of view
  4. ☐ creating visually the generalized interpretations of the novel
  5. ☐ conceptualizing about institutions such as law, family, etc.
  6. ☐ developing a concept of character
  7. ☐ recognizing satire

C. Check the boxes that indicate *speaking* skills which you learned or improved upon during this activity.

1. ☐ impromptu speaking
2. ☐ planned speeches
3. ☐ reasoning (and speaking) as a result of new evidence
4. ☐ persuasive speaking
5. ☐ argumentative speaking
6. ☐ use of *dialect*
7. ☐ summing up major ideas
8. ☐ presenting justification of arguments, decisions

The following two activities from *The High Adventure of Eric Ryback* combine study *and* reading skills. They are offered as a suggested format for challenging students to read for both detail and understanding. These activities are readily adaptable to other unit titles.

1. Try some "brainbuster" questions to measure student ability to read for detail. These also make a good "trivia quiz."

   a. How many compasses did Eric take along? Why? (p. 3)
   b. How much did Eric weigh at the start of his trip? (p. 4)
   c. How much did his pack weigh when full? (p. 4)
   d. How did the food Eric received at the "food drops" reach the drops? (p. 4)
   e. What stopped Eric's fall down the first icefield in the Cascades? (p. 12)
   f. In what part of the United States does Eric live? (p. 32)
   g. How did Eric's new Polish friend show his ethnic pride? (p. 55)
   h. Name two occasions when Eric cries. (pp. 85, 115)
   i. What is Eric's recipe for cleaning pots? (p. 121)

2. Eric finds many examples of pollution on his journey through the western wilderness. As students read, have them list examples of:

   a. pollution directly caused by man
   b. pollution resulting from industry
   c. pollution caused by nature

Special Study Skills for Unit III

Sample Learnings: Ellis Island Role-Play
Directions: Have students check the items below on the basis of *their* participation and learning in this activity.

A. Check the boxes that indicate *speaking* skills which you learned or improved upon during this activity.

1. ☐ impromptu speaking
2. ☐ reasoning (and speaking) as a result of new evidence
3. ☐ persuasive speaking
4. ☐ argumentive speaking
5. ☐ use of a foreign language or accent
6. ☐ interpreting from one language to another
7. ☐ summing up major ideas
8. ☐ presenting justification of arguments, decisions

B. Check the boxes that indicate *reading* skills which you learned or improved upon during this activity.

1. ☐ remembering facts necessary to the activity
2. ☐ remembering procedures necessary to the activity
3. ☐ applying law to particular cases in the activity
4. ☐ relating your family's past to your reading

C. Check the *study habits* that you improved upon during this activity.

1. ☐ completing reading assignments on time
2. ☐ completing additional research assignments on time
3. ☐ working with a group
4. ☐ assuming a leadership role
5. ☐ taking directions from a leader
6. ☐ evaluating your participation
7. ☐ evaluating the participation of others

Special Study Skills for Unit V

The activities below combine reading *and* study skills. Have students complete the following:

1. Show that you understand the kinds of reality that major characters in unit readings finally confront by creating a wordless collage or a painting for each work that you have read. Focus on conveying a single thought powerfully.

2. Find abstract and realistic paintings that make strong statements about war or social ills. Write a paragraph apiece about the most powerful four that you are able to locate.

3. Compare and contrast agrarian values as exemplified in *Inherit the Wind* and *The Grapes of Wrath* to the urban (often new) ideas. If you have read other unit offerings that present agrarian or urban values, you may wish to include references to those readings.

4. Using museum resources or the local library, find work by American Impressionist artists and compare it to work by American Realistic artists. In your comparison, write comments which distinguish one art movement from another on the basis of what you have observed in a number of paintings from each type. You may decide to share your results with classmates by posting on the bulletin board some examples of Impressionistic and Realistic art.

5. Find and explain some art which may in a future time characterize our age. (An assumption here, as well as throughout the program, is that literary and art movements roughly parallel each other.) Beside each representative piece of art, write how you think it represents our age.

6. Compose a poem about some idea that you feel characterizes the 1970's.

7. Write a cinquain about a character in one of the books you have read in this unit.

8. Compose a skit depicting a moment of courage, based on one of the readings of the unit.

A method of clouding or hiding a reality that may either be too unpleasant or painful to be faced is emerging in the twentieth century. Students should become aware that euphemisms in today's writing and speech may function in much the same way as the "sales pitch" in *The Grapes of Wrath* (pp. 68-70) or Henry's overgeneralization regarding what is "natural" when he tests the squirrel's reaction to danger in the forest cathedral scene (p. 60). The euphemism may function as did the label during the famous "Monkey Trial" in *Inherit the Wind* (p. 63—Evil-utionist). For instance, a recent twentieth-century euphemism for dying is "terminal living," and a recent euphemism for lying during the Nixon presidency was "inoperative statements."

Have students:

9. Discuss in small groups the effect of various techniques of clouding the truth as revealed in the books of a unit. Write a composition analyzing the logic (or fallacies) behind the various techniques you have mentioned.

10. Refer to *Time* Magazine, August 24, 1975, to read an article entitled, "Can't Anyone Here Speak English?". After reading the article list a dozen or so euphemisms from it and explain each in terms of the purpose it seems to serve in twentieth-century life.

11. Study euphemisms by collecting a list of twenty-five or so modern ones. Swap lists with others who are doing this

STUDENT/TEACHER EVALUATOR'S FORM:
"Rebellion and Reform"

	*E	F	P
1. ORAL SKILLS			
A. ACCURATE USE OF FACTS			
B. PERSUASIVENESS			
C. DIPLOMACY OR TACT			
2. READING SKILLS			
A. INTERPRETATION OF SITUATION CARDS, EVENTS CARDS, ETC.			
B. ACCURATE MAP READING (AND SCORE READING)			
C. MEMORY OF DETAILS			
3. LISTENING SKILLS			
A. DISTINGUISHING DIFFERENCES			
B. USING INFORMATION HEARD			
C. REJECTING MISINFORMATION			
4. WRITING SKILLS			
A. FORMULATION OF A DECLARATION OF WAR			
B. CONVEYING DIPLOMATIC MESSAGES ACCURATELY			
C. COMPOSING SITUATION CARDS, EVENTS CARDS, ETC.			
5. MATH SKILLS			
A. ADDITION			
B. SUBTRACTION			
C. WRITING LARGE FIGURES			

*E = Excellent
F = Fair
P = Poor

The above sample Evaluation Form is a suggestion only. Students should be encouraged to formulate their own goals as a class and then the student evaluators may create an Evaluation Form which reflects the goals of the class.

activity, then find euphemisms in articles from up-to-date magazines. Cut and mount these articles, underlining euphemisms. Explain in writing why you think these euphemisms were used. (Do they hide an unpleasantness? Do they make someone feel more important? Do they cloud the truth?)

12. Select a few passages of *dialect* from *The Grapes of Wrath* and then write an essay showing how Steinbeck made dialect an important part of his book.

13. Explain, in an essay, how effective the use of dialogue and dialect are in *The Autobiography of Miss Jane Pittman.*

14. Rewrite a dramatic scene from the life of Jane Pittman, condensing it and adding enough background information so that it can be read (or performed) and understood.

15. Write a book of poetry, working in several groups. Each group should concern itself with a different aspect of producing the book; writers, editors, typists, layout specialists, artists, and business managers can be included. You may wish to use the topics of rebellion or reform in the 1970's or in some other ages studied in this unit.

16. Show in an essay how the age of invention influenced the lives of Americans. Use *Inherit the Wind, The Grapes of Wrath,* or *The Autobiography of Miss Jane Pittman.*

Special Study Skills for Unit VI

The following activity combines reading *and* study skills.

Have students draw a map of the campus in *A Separate Peace,* the Philadelphia neighborhood *(The Education of a WASP),* the parade route through Dallas *(The Day Kennedy Was Shot)* or the village of Salem in the 1690's *(The Crucible).* Base your map on information provided in the reading named. Have a friend who has read the same work check the accuracy of your drawing.

ORAL SKILLS

The following oral activities both complement the thematic structure of each unit and offer additional options for use of the unit readings.

Unit I: In Search of an American Character

1. As an oral report, have students point out the discrepancies in logic between the news report and the narrator's account of the Billy Budd story. The supposedly objective news account contains many subjective words. These should be included as part of each report. (The news report is given in the last few pages of *Billy Budd.*) Teacher-directed or small-group discussion questions may focus on:
   a. What is the only evidence of Billy's "original sin"?
   b. What was the result of two previous mutinies—one at Spithead and one at Nore?
   c. How does the seriousness of the discipline situation on board the *Indomitable* contribute to the complexity of decision making at the trial of Billy?

In preparation for the next oral activity, discuss with the class a definition of overstatement and a definition of understatement. Ask students to collect state nicknames as indicated on license plates of cars or in travel advertisements.

2. After collecting nicknames of states ask students to form small groups and discuss the following:
   a. Do some state titles or nicknames overstate? Understate?
   b. For satirical purposes can understatement be just as biting as overstatement?
   c. What, if any, additional information about the American character is reflected in nicknames?

3. Conduct a symposium testing the validity of Steinbeck's statement in *Travels with Charley*, "Our morning eyes describe a different world than do our afternoon eyes, and surely our wearied evening eyes can report only a weary evening world." (p. 77) First, in class, have students establish what Steinbeck means by use of "morning" "afternoon" and "evening." Then, ask them to decide on an issue that might elicit different responses because of the age factor. Have each student write a question in accordance with the structure of a symposium.

Unit II: The Frontier

Discuss with the class the psychology of mob behavior. Ask them if they can remember losing themselves during a rock concert, demonstration, or even as part of a crowd at a basketball or football game.

1. As a humorist, Mark Twain is second to none. Have students make a study of his techniques of creating humor. Focus on Jim as a "prisoner." What details make this humor work? What disparities make it work? What predictable elements make it effective? What character traits combine to make the situation humorous? Request a five-minute report on humor in *Huckleberry Finn,* letting students use as a guide the questions above or their own thoughts on Mark Twain's humor.

2. Consider how Eric Ryback's conversation with his parents ended up encouraging him. What technique did they use? Ask students to test the effectiveness of this technique, *persuasion,* by discussing an issue with a person their own age. Oral reports should be made to the class by the end of the week. Each student keeps a written record of the points he/she used, and also keeps a brief summary of the responses, which should reveal a turning point in thinking and attitude about each subject. If students fail with one or two persons, encourage them to try several more before giving up. Often, practice improves this skill.

Unit III: Industrial America

Assign to students the following activities:

1. Having researched mysticism and read *The Octopus,* present an oral report in which you focus on the mystical point of view as evidenced by the character Vanamee. This report should run from five to ten minutes in length. Use index cards to help recall important points.

2. Role play a wheat farmer versus a railroad middleman in a dramatic dialogue about land ownership in the nineteenth century. Limit the dialogue to eight minutes, and base it on your reading of *The Octopus* and other learnings of the unit.

3. Debate: It is possible for man to progress and to profit while retaining a positive, healthy environment?

4. Debate: Buying to satisfy psychological, but not necessarily physical needs, has become an American habit that reflects a desire to be loved.

5. Single out the shoot-out in the story *The Octopus.* Point out how typical and/or how atypical this scene is in terms of the stereotyped "western" movie and novel. In presenting your oral report on this scene, show how you would produce it if you were making a movie of *The Octopus.*

Unit IV: Multiethnic Studies

Ask students to:

1. Present a dramatic reading from *I Am Joaquin.* Select a passage which shows the pride and suffering of the Chicanos.
2. Role play a Chicano and white confrontation that is suggested by your reading of the text *I Am Joaquin.*
3. Role play the confrontation between Tom and his Indian captor in the scene where Tom finds out that he is being deprived of the bear at the Reservation, in *When the Legends Die,* p. 63.
4. Create a dramatized version of a scene from *I Know Why The Caged Bird Sings* or from *The Friends* or from *Farewell to Manzanar.* Show the tensions created specifically because of ethnic heritage in your dramatization. (This may be fully prepared by a group of students who write scenes for each of these selections.)
5. Write and sing a ballad about one of the characters from a book you have read in this unit. (If you play an instrument bring it to class when you sing your ballad.)
6. Write and sing a ballad about one of the *events* from a book you have read in this unit. One suggestion might be Tom's rodeo *action,* in *When the Legends Die,* when he rode a horse to death. Another might be moving to Manzanar, in *Farewell to Manzanar,* or sneaking to meet Edith *(The Friends).*
7. Narrate a presentation of *Toms, Coons, Mulattoes, Mammies, & Bucks,* showing pictures which you have collected to represent each of the five stereotypes.
8. Tape record a dramatic monologue by a real black star as you might imagine he/she would reflect upon his/her career. Use *Toms, Coons, Mulattoes, Mammies, & Bucks* as a source of information.
9. Tape record a dramatic monologue by the father in *Farewell to Manzanar.* Show the feelings and attitudes that he never verbalized to the children. Include his thoughts about the prison experience.

Unit V: Rebellion and Reform

1. The following activities should be assigned for student discussion:

a. Using *Inherit the Wind*, discuss the stereotype of women. Examine what characteristics are inherent to the stereotype as presented in this play. How have women in the 1970's tried to transform the stereotype?

b. Select some poetry or prose about women that defies the stereotype. To what extent are these women leaders in their time?

c. Using museum sources or the local library, find work by American Impressionist artists and compare it to work by Realistic artists. Which tends to portray ugliness as well as traditional beauty? Are there elements of ugliness in Crane's *The Red Badge of Courage*, one of the first serious attempts at realism in literature in America?

d. Having studied Impressionism as an art movement, discuss how Crane uses colors symbolically. Gather sample Impressionistic pieces of art, perhaps by an American Impressionist, and locate selected passages from *The Red Badge of Courage* to prepare for this discussion.

e. Discuss how war can bring out the best and the worst in people. Refer to *April Morning* and *The Red Badge of Courage* whenever appropriate.

f. Compare and contrast the role of the grandmother in *April Morning* to that of the typical American grandmother today. Why is it necessary to generalize?

2. This activity should be assigned for student debate:

a. After studying or reviewing the rules of formal debate, conduct a debate on one of the topics offered below:

- —Change has been a conscious and generally welcomed factor in American life.
- —A factor of American life has always been the marked difference between theory and practice; our reach tends to exceed our grasp.

Unit VI: Collective and Individual Power

The concept of peace, as well as the concept of war, has motivated many artists to produce some great works. Have students find some representative twentieth century paintings, sculptures, collages or other artworks that pertain to war or peace. They should present a five to ten minute oral report to the class or a small group explaining their interpretations of several of these artworks.

VOCABULARY SKILLS

The word lists below have been taken from various unit readings, thus approaching vocabulary development through content.

Unit I: In Search of an American Character

Students should be encouraged to notice words new to them as they read; it is advisable for them to keep lists and to devise self-tests at appropriate intervals. A suggestion for vocabulary improvement is to have students keep a vocabulary book, finding one word a day, copying it from context, and defining it as it has been used in context. The vocabulary book can include self-tests and can be submitted at the end of the unit as a record of achievement.

Vocabulary from *The Light in the Forest:*

riffle
vengeance
flatboat
plunder
decoy
simplicity
innocence
trek

Vocabulary from *Travels with Charley:*

peripatetic
exotic
taciturnity
pilfered
misanthropy
envoy
nimrod
patriarch
deference
adieux
abattoir
tort
piscine
mystic
indigents
pariah
votive
desiccation
cohesiveness
maw
pragmatism

Vocabulary from *Billy Budd:*

constellation
vainglorious
prosaic
cynosure
impressment
indomitable
acquiescence
prudent
conscientious
disquiet
vicissitude
fatalist
facetious
transition
foundling
divergence
iconoclasm
temerity
pedantic
dearth
invidious
sobriety
sapience
cynicism
ursine
enigma
antipathy
acerbity
innate depravity
contumelious epithets
clandestine persecution
intuitive
monomania
insubordination
paradox
pragmatism
tampioned
transcending
diaphanous
penultimate
martinet
darbies

Unit II: The Frontier

(Two additional activities included in this section deal with dialect and speech patterns, an alternative approach to vocabulary development.)

Vocabulary from *Huckleberry Finn:*

victuals
aristocracy
complexion
tolerable
reckoned
ransom
ingots
rationalize
enchantment
absolutes
navigate
whetstone
quicksilver
speculation
towhead
harrow-teeth
cottonwood
stern
simulation
mesmerism
phrenology
rapscallions
varmint
sentiment
anonymous
evasion
obsequies
fraud

feud
contrived plot
moral crisis
Deus Ex Machina
Dauphin
paradox
foreshadowing
superstition
dialect
pragmatism
frontier
individualism

Vocabulary from *The Sea of Grass:*

execrable
violence
vega
emigrants
nesters
pallor
virility
immutable
predestination
insolent
menace
phaeton
incoherence

Vocabulary from *The High Adventure of Eric Ryback:*

panoramic
bivouac
parasites
ingesting
vista
pristine
survival
ecology
environmental pollution
myth
idealism
devouring nature

Vocabulary from *Bury My Heart at Wounded Knee:*

Manifest Destiny
hogan
extermination
pemmican
desecration
acquiesced
perpetuity
travois
degradation
appropriations
flank
skirmish

General word list:

satire
hypocrite
feud
culture
federalism
rationalism
transcendentalism
inductive reasoning
deductive reasoning
deism
irony
dialect
dialogue
pragmatism
civil disobedience
realism
stereotype
amorality
primitivism
identity
paradox

Have students prepare to improve their vocabulary in this unit by defining the words above. Using a dictionary, ask them to write the definition beside each word. As the unit work progresses, they should make modifications in the dictionary definitions to show the particular meanings of these words within the context of the material studied. This work should be submitted at the end of the unit.

Influences of Dialect and Speech Pattern

One aspect of language suffering from "civilization" i.e. radio, television, and other mass media, as well as American mobility, is dialect. Because of these influences, today there is a distinct possibility that American language will become as standardized as a package of Ivory soap.

Mark Twain saw the vitality that dialect offers language. He used it. Students may be encouraged to study the dialects used by Twain in *Huckleberry Finn.*

There are a number of dialects used. Suggest that students study dialect by finding examples of the following:

a. Missouri black dialect
b. extremest form of the backwoods southwestern dialect
c. the ordinary "Pike County" dialect

When students bring examples of these dialects to class, have some samples copied onto a master sheet and run them off so that they can be analyzed the next day. The following directions may be given to students:

1. Find examples of three dialects used in *Huckleberry Finn.* Refer to a standard dictionary to define what is meant by dialect. Write one or two sentences that serve as examples for each kind of dialect you find.

Select the best examples of each kind of dialect from the class findings, and choose one person to copy these examples onto a master sheet.

Analyze the three dialects by looking at word formation, substandard English, and use of simile and metaphor.

2. Compile a dialect or speech pattern booklet for your locale. Include: ethnic contributions, corruptions, slang, common sayings of fifty years ago, common sayings of today, and any other aspects of word usage or language pattern that occur to you. Show, if possible, the influences of media and mobility in not only "purifying" but also diluting the vitality of your speech patterns and words.

Unit III: Industrial America

The Octopus

The words underlined below are shown in their context with page numbers providing points of reference.

Vanamee . . . a wanderer . . . a sojourner in waste places. (p. 22)

. . . the symbol of a vast power, huge, terrible . . . leaving blood and destruction in its path; the leviathan, with tentacles of steel clutching into the soil. . . . (p. 33)

Lyman . . . a veritable genius for putting influential men under obligations to himself. (p. 49)

Osterman . . . glib, voluble, dexterous, ubiquitous, a teller of funny stories, a cracker of jokes. (p. 67)

Hilma Tree . . . her smooth arms wet with milk, redolent and fragrant of milk, her whole desirable figure moving in the golden glory of the sun. . . . (p. 139)

The musicians began to tune up . . . a medley of sounds . . . with now and then a rasping stridulating of the snare drum. (p. 158)

It was not alone the ranchers immediately around Bonneville who would be plundered by this move on the part of the Railroad. (p. 181)

The "alternate section" system applied throughout all the San Joaquin. (p. 181)

. . . The others turned on him, expostulating. (p. 210)

At one time, the doorway before which Vanamee now stood had been hermetically closed. (p. 254)

From edge to edge of the world marched the constellations, like the progress of emperors, and from the innumerable glory of their courses a mysterious sheen of diaphanous light disengaged itself. . . . (p. 254)

The thin scimitar of the moon rose. . . . (p. 257)

High on the base slope of the nearest hill, all the posse, looking in the direction of Delaney's gesture, saw the figure of a horseman emerge from an arroyo, filled with chaparral, and struggle at a laboring gallop straight up the slope. (p. 322)

Strangers at the Door

manifest, p. 9
anarchist, p. 38

polygamist, p. 38
unblushing peculation, p. 91
sweating system, p. 141
xenophobia, p. 179
jingoistic press, p. 183
hyphenated Americans, p. 183
greenhorn, p. 228

In addition to the words above, students should be encouraged to collect a list of words in context for any book they read in this unit.

Direct the following activities to students:

1. Applying words from *Strangers at the Door,* create a visual collage which includes several of the words above.

2. In a small group or in several small groups, discuss how the above words are specifically appropriate to a book about immigration in the nineteenth century.

50 Great American Short Stories

Assign the following short stories to be read within the week, one per day: "The Fiddler," "By the Waters of Babylon," "The Lucid Eye in Silver Town," "The Hour of Letdown," "Effie Whittlesy," "The National Pastime." Do "Lucid Eye" first, then "Babylon," "Fiddler," "Letdown," "Effie," and last, "The National Pastime." Students should be encouraged to keep a vocabulary list for each story. Spend five minutes discussing words from the reading due that day.

Assign the following activities to students:

1. While reading the short stories assigned for the week, keep a list of words that you need to learn. Head each separate list with the title of the story. On the following day, there will be a discussion of the words members of the class have found for the particular reading due that day. You may wish to refine the definition that you have found in the dictionary after the discussion occurs.

2. At the end of the week, submit a list of words that will constitute a self-test when you arrive in class the following day. The teacher may ask you to either define each word by giving a synonym or to use the word in a sentence about the story. If you do not find any words that you do not know, the teacher will check your study skills by assigning you to take a word test based on a random selection of words from these stories.

Random words selected from these stories are:

"The Lucid Eye in Silver Town"

visionary
canopied
duplicate
relishing
crystalline
repulsed
flailing

"By the Waters of Babylon"

chants
purification
ante-room
images

"The Fiddler"

immortal
boisterously
singular
magnum bonums
abatement
vindicates
doting
insensibility
infatuation
buffoon
vociferously
countenance
evinced
cynically
felicitous
sublime
lank
spleen
docile
prodigy
perplexed
disdainfully
transfixed
capitulated

"The Hour of Letdown"

exploited
neutralization
ultimatum

"Effie Whittlesy"

green (slang)
panorama
demoralize
amiable
succinct
menial
revulsion

"The National Pastime"

acumen
convivial
unredeemable
vulgar
inconsolable
antivivisectionist
larches
purloined
manifest rebuke
histrionics
facilitated
monolithic
mandatory
gorged
disconsolately
bizarre
changeling
emblazoned

The Eco-Spasm Report

Many of the words in Toffler's book are new. Most of them, however, can be understood from a careful reading of the text. For improved understanding, a portion of the text and the page number are included along with the underlined word. In other instances, understanding may be reached by studying portions of words. You may wish to have students team up with one or two others who are reading the book in order to discuss and study the words.

> Thus, very large pools of Eurodollars may build up in Germany or Belgium, or for that matter in the Bahamas, and make all sorts of trouble for the local economy and the politicians and experts who are trying to manage it. (p. 10)

> . . . 'floating' exchange rates—a system of continually changing, transient relationships among currencies. . . . (p. 14)

> Industrial nations are monocultures, wholly dependent upon fossil fuels. (p. 19)

> . . . wild oscillation is often a premonitory symptom of breakdown. (p. 25)

> . . . the accelerated way of life has meant the introduction of products with much shorter life spans . . . This process of ephemeralization of goods and services results in the consumer returning to the marketplace at more frequent intervals . . . . (p. 34)

> The ecospasm or spasmodic economy describes an economy careening on the brink of disaster, awaiting only the random convergence of certain critical events . . . in which former colonial powers and colonies begin to reverse roles, in which systemic breakdowns aggravate economic disorder and economic disorder intensifies and accelerates systemic breakdowns, in which 'random' ecological and military eruptions hammer at the economy. . . . (pp. 51-52)

> . . . technomania . . . unrestrained economic growth. . . . (p. 73)

> . . . technophobia . . . romantic ruralism. . . . (p. 73)

Unit IV: Multiethnic Studies

Assign to students the following activities:

1. Show that you understand the words below by using them orally or in writing after you have studied and discussed their meanings in context. Page numbers are included for easy reference to *I Know Why the Caged Bird Sings.*

quadroon, octoroon, p. 50
decipher, p. 145
trammeled, p. 145
fatalism, p. 147
presentment, p. 148
aspired, p. 152
obliterated, p. 162
retribution, p. 164
enigma, p. 168

2. Show that you understand the words below by discussing their meanings with those who have read *When the Legends Die.* In the course of the small group discussion, include the specific meanings of the words with respect to *When the Legends Die* as well as the more general meanings which might be found in a dictionary.

avalanche, p. 28
berating, p. 78
euchered, p. 80
ox-bow, p. 80
dry chaps, p. 90
fractious horse, p. 94
queasy, p. 101
winnowed the beans, p. 104
grotesquely white, p. 111
dismembered ghosts, p. 111
arrogant rider, p. 112
wanted to hurt and maim, p. 121
revivaling, p. 127
stethoscope, p. 131
the circuit, p. 137
the horse impaled itself, p. 139
more quietly venomous in the saddle, p. 148
demonology, p. 150

3. The words below can be found in *I Am Joaquin.* After attempting to define them, refer to the pages indicated after each word to see how the setting, or *context,* may create a

special meaning for the word. If others are reading *I Am Joaquin* at this time, discuss the *words in context* with them. Write any special meanings that you don't know.

gringo, p. 6
manipulation, p. 6
paradox, p. 9
sterilization, p. 9
social neurosis, p. 9
despot, p. 16
tyrant, p. 19
excommunicated, p. 26
infamy, p. 26
mystic, p. 30
barren, p. 30
maize, p. 36
hypocrisy, p. 48
inferiority, p. 51
barrio, p. 60
machismo, p. 64
raped, p. 66
plagiarized, p. 69
avarice, p. 70
anguish, p. 82
exploitation, p. 86
tequila, p. 93

4. List other words from *I Am Joaquin*, words which you wish to know. Discuss the meanings of these words in the context of the poem, so be sure to include page numbers beside words. If there are any words still left undefined after a group dictionary and discussion session, hand the list to your teacher who will help you.

5. In a group effort, define the words taken from *Toms, Coons, Mulattoes, Mammies, & Bucks*. After each person has a copy of definitions, discuss the meaning of the words as they are used in the text.

profusely, p. 2
massas, p. 3
stoic, p. 3
pickaninny, p. 7
blatantly degrading, p. 8
stereotypes, p. 8
dominant, p. 10
articulating his thesis . . . , p. 11

melodramatic absurdities, p. 15
archetypal figures . . . , p. 16
vehemently opposed, p. 19
depictions, p. 22
blackface, p. 32
emotional aura, p. 38
vamp role, p. 41
tempestuous, p. 44
exploited, p. 48
alienated, p. 57
humanized servants, p. 71
juxtaposition, p. 95
eccentrics, p. 108
patronizing, p. 112
controversial, p. 134
black bourgeoisie, p. 162
blacklisted, p. 179
bigotry, p. 193
huckfinn fixation, p. 197
mythic types, p. 226
paranoid, p. 232
miscegenation, p. 244
militants, p. 276
assimilation, p. 276
escapist, p. 311
separatist movement, p. 316
radicalized young man, p. 328

6. Improve your understanding of *Farewell to Manzanar* by studying the words below, using the page numbers to find the words in context. Then, in small groups, discuss the meanings of the words as they apply to the book.

precautions, p. 5
alien, p. 5
potential saboteur, p. 6
irrational fear, p. 12
Caucasians, p. 13
official designation, p. 13
evacuation, p. 17
ventilated, p. 21
communal, p. 24
intersected, p. 34
metamorphosis, p. 35
entrepreneurs, p. 36

tenancy, p. 40
interrogator, p. 45
collaborator, p. 48
perimeter, p. 55
relocation, p. 60
internees, p. 71
rescinded, p. 92
volition, p. 108
invisibility, p. 117
internment, p. 118
ghetto, p. 121

7. Improve your understanding of *The Friends* by studying the words below. Use page numbers to find the words in context.

belligerent, p. 8
serpentine, p. 10
invincibility, p. 21
admonished, p. 29
compresses, p. 33
revulsion, p. 51
multitude, p. 51
bacchanal, p. 60
enormity, p. 74
ricocheted, p. 90
depressive, p. 98
dream-ravaged sleep, p. 109
translucent, p. 112
convalescence, p. 133
duplicity, p. 138
like a festering sore . . . , p. 169
sustaining, p. 169
unrelenting, p. 181

8. Keep a list of words new to you as you read the work in this unit. Discuss the meanings of these words before you make a self-test to evaluate your vocabulary progress in the unit.

Unit V: Rebellion and Reform

Assign to students the following activities:

1. The vocabulary below has been taken from the text of *Inherit the Wind.* Define the words by discussing them in a small group.

. . . carries an impoverished fishing pole. . . . (p. 3)
Long as I've been bailiff here. . . . (p. 6)
. . . we had to extradite him. . . . (p. 6)
Hornbeck looks around, with wonderful contempt. . . . (p. 12)
Are you an Evolutionist? . . . An infidel? . . . (p. 14)
. . . all the picnic paraphernalia. . . . (p. 20)
I am admired for my detestability. . . . (p. 30)
. . . will you call a venireman to fill the . . . last seat. . . . (p. 34)
Objection sustained. . . . (p. 39)
I bear no personal animosity. . . . (p. 54)
. . . one of the peculiar imbecilities of our time. . . . (p. 66)
. . . I refuse to allow these agnostic scientists. . . . (p. 73)
It is incontrovertible as geometry. . . . (p. 74)
. . . where the issues are so titanic. . . . (p. 103)

2. The vocabulary below has been taken from the text of *April Morning*. Define the words as they are used in the book.

. . . I guess that was one of the reasons why I enjoyed provoking her. . . . (p. 9)
. . . divine, ordinary, and inherent rights of man. . . . (p. 11)
. . . she figured that a little humility would lessen the blows. . . . (p. 14)
. . . father . . . connected English pudding with a conciliative point of view. . . . (p. 27)
. . . the profits in slavers shares were enormous. . . . (p. 33)
. . . among the superstitions that were an anathema to Father was the so-called interpretation of dreams. . . . (p. 52)
. . . meddling with the most temporal matters, namely the practical odds in a fight. . . . (p. 63)
. . . a tone Father reserved for higher disputation. . . . (p. 64)
. . . and I was a providential piece of wood. . . . (p. 73)
. . . It made me regretful that I had no predilection for the cloth. . . . (p. 82)
. . . There was a great deal of disdain among us concern-

ing the wretched food the British seemed to enjoy. . . . (p. 83)

. . . a rich uncle . . . who was a chandler in Boston. . . . (p. 85)

. . . our consciences dictate that we assert our primacy in the place of our homes and birth. (p. 91)

. . . My belly was queasy. . . . (p. 95)

. . . I was filled with fear, saturated with it. . . . (p. 101)

. . . We were provincial people. . . . (p. 103)

. . . a gun is a commoner, an equalizer. . . . (p. 114)

. . . Make yourself compatible with . . . [fear] and it shrivels. . . . (p. 122)

'We have established the new matriarchy,' he said. . . . (p. 132)

. . . with a purpose as implacable as death . . . (p. 144)

. . . like a fox driven to distraction. . . . (p. 166)

. . . my recollection of the day was so chaotic. . . . (p. 175)

3. The vocabulary below comes from *The Red Badge of Courage*. Define the meaning of the underlined words. Refer to passages in the text, if necessary.

. . . One outlined in a peculiarly lucid manner . . . the plans of the commanding general. . . . (p. 14)

Secular and religious education had effaced the throat-grappling instinct. . . . (p. 19)

. . . possessed a . . . fund of bland and infantile assurance. (p. 19)

. . . a rapid altercation, in which they fastened upon each other various strange epithets. (p. 22)

. . . he made ceaseless calculations. . . . (p. 23)

He was despondent and sullen. . . . (p. 27)

Veteran regiments in the army were . . . very small aggregations of men. . . . (p. 32)

A house standing placidly . . . had . . . an ominous look. (p. 35)

. . . a barricade along the regimental fronts. . . . (p. 37)

. . . over this tumult could be heard the grim jokes. . . . (p. 43)

. . . about to be annihilated. . . . (p. 46)

. . . he had been scrutinizing his person in a dazed way. . . . (p. 51)

He groveled on the ground. . . . (p. 55)

An officer on a bounding horse made maniacal motions with his arms. . . . (p. 56)

He had fled . . . because annihilation approached. (p. 58)

A sad silence was upon the little guarding edifice. (p. 61)

A swift muscular contortion made the left shoulder strike the ground first. (p. 71)

He seemed about to deliver a philippic. (p. 72)

He of course felt no compunctions for proposing a general as a sacrifice. (p. 80)

The dragons were coming with invincible strides. (p. 83)

. . . a small weapon with which he could prostrate his comrade. . . . (p. 100)

. . . his knowledge . . . made his rage into a dark and stormy specter, that possessed him. . . . (p. 110)

The regiment left a coherent trail of bodies. . . . (p. 119)

. . . the temporary but sublime absence of selfishness. . . . (p. 119)

A scowl of mortification and rage was upon his face. (p. 125)

The youth walked stolidly into the midst of the mob. . . . (p. 126)

His emaciated regiment bustled forth. . . . (p. 137)

A knowledge of its faded and jaded condition made the charge appear like a paroxysm. . . . (p. 140)

. . . feeling a deadened form of distress at the waning of these [musketry] noises. . . . (p. 145)

4. The following underlined words have been taken from *The Grapes of Wrath.* Define the words as they are used in the book, if you have chosen to read this book as a unit selection.

. . . but each possessed of the anlage of movement. . . . (p. 14)

. . . since the sun had passed its zenith. (p. 18)

. . . and he started down the declivity. (p. 18)

The squatters nodded. . . . (p. 33)

If a seed dropped did not germinate. . . . (p. 37)

. . . moon was insubstantial and thin. . . . (p. 71)
Imperturbability could be depended upon. . . . (p. 92)
. . . could not build him up to his brother's stature. . . . (p. 92)
. . . the headlights were obscured. . . . (p. 101)
Her round soft face, which had been voluptuous. . . . (p. 103)
They had assailed the buyer, argued; . . . (p. 105)
The . . . evening light made the red earth lucent. . . . (p. 107)
The . . . truck . . . stood out magically in this light, in the overdrawn perspective of a stereopticon. (p. 108)
. . . the family stood . . . like dream walkers, their eyes focused panoramically. . . . (p. 123)
Then the corrugated iron doors are closed. . . . (p. 125)
The truculence left the fat man's face. (p. 136)
. . . her voice had a beautiful low timbre, soft and modulated. (p. 147)
. . . when the bombs plummet out of the black planes. . . . (p. 164)
The people are driven, intimidated, hurt by both. . . . (p. 165)
Need is the stimulus to concept, concept to action. . . . (p. 166)
His humility was insistent. (p. 173)
His dark eyes looked slowly up at the proprietor. (p. 205)
And now gradually the sentences of exhortation shortened, grew sharper, like commands. . . . (p. 232)
And the stars flowed down in a slow cascade over the western horizon. (p. 248)
. . . like a penitent across a cauliflower patch. (p. 255)
And then the dispossessed were drawn west. . . . (p. 256)
. . . there was a Hooverville on the edge of every town. (p. 258)
. . . there was a quiet intentness in all of them, a wooden fierceness. (p. 284)
The children edged closer with elaborate circuitousness, edging inward in long curves. (p. 289)
Rose of Sharon was sitting under the tarpaulin. (p. 300)
. . . a simple agrarian folk. . . . (p. 311)

. . . In the souls of the people the grapes of wrath are filling . . . growing heavy for the vintage. (p. 385)
. . . Casey said disconsolately. . . . (p. 424)
. . . groups of sodden men went out. . . . (p. 479)

5. Study the underlined words below. Discuss their meanings with other students who have read *The Night Thoreau Spent in Jail.*

Cast conformity behind you. (p. 6)
There is an infinitude in the private man! If a single man plants himself indomitably on his instincts. . . . (p. 7)
A man's conviction is stronger than a flame. . . . (p. 15)
We're . . . huckleberrying, sir. (p. 18)
. . . called him an atheist. (p. 19)
Transcendental blasphemy! (p. 20)
The cyclorama becomes ablaze with blue. . . . (p. 25)
. . . emasculating the landscape with their tracks. . . . (p. 36)
. . . a pasture can be raucous with flowers. . . . (p. 42)
. . . nonagenarians who have been injected with "youth-juice." (p. 48)
. . . with the symptoms of psychosomatic lockjaw. . . . (p. 51)
. . . there's a matter of compensation. (p. 53)
. . . arrogant calm. (p. 63)
Henry puts out his hands to be manacled. (p. 68)
. . . bread which he chews on ravenously. (p. 88)
. . . a digression in a Lyceum lecture. (p. 92)
. . . pontificating with Carlyle! (p. 99)

Unit VI: Collective and Individual Power

As part of the vocabulary development program, students who read *Peacemaking* in its entirety or in part are encouraged to build their vocabulary by keeping lists of words new to them, words familiar but used in a special way, and words that may be well known but are key to understanding the text. The latter may be perused by other students as words to preview before reading.

Assign students to:

1. Select and classify words from your reading of *Peacemaking.* Use the headings "New Words" for words new to

you, "Familiar Words" for words familiar but used in a special way, and "Key Words" for words that you may (or may not) know well but are important to the understanding of the text. Put page numbers beside words listed. Beside each word, define it as it is used in the text, *Peacemaking.*

2. Create a *Peacemaking* crossword puzzle to be used by other students in the class. Select from the lists collected in the previous activity.

3. The following words are taken from *The Crucible*. Refer to the text pages indicated and study their meanings in context.

fanatics, p. 2
predilection, p. 3
parochial snobbery, p. 3
autocratic, p. 4
paradox, p. 5
repressions, p. 5
dissembling, p. 6
heathen, p. 7
abominations, p. 8
vindictive, p. 12
contention, p. 15
calumny, p. 18
partisans, p. 23
defamation, p. 29
cosmology, p. 30
diabolism, p. 31
succubi, p. 31
reactionary, p. 31
ecstatic cries, p. 46
contempt, p. 59
poppet, p. 71
cause proportionate, p. 76
contemptuous, p. 81
affidavit, p. 82
deposition, p. 89
covenanted Christians, p. 90
manifest, p. 98
compacted, p. 111
gulling, p. 112
quailed, p. 115
disputation, p. 127

4. The following words have been taken from *A Separate Peace*. Study them as they are used in the text.

mordantly, p. 41
enmity, p. 45
singularity, p. 46
sensual clarity, p. 47
latent freshness, p. 48
resignation, p. 49
undulation, p. 52
denounce, p. 55
apse, p. 64
ritual speculation, p. 64
idiosyncratic, p. 66
transcended, p. 67
catapulted, p. 71
dispensations, p. 73
impinge, p. 79
quadrangle, p. 93
encumbrance, p. 94
rhetorical questions, p. 96
Pompadour splendor, p. 102
aphorisms, p. 105
tainted, p. 116
choreography of peace, p. 128
psycho, p. 135
insulated, p. 151
incarnate, p. 160
derangement, p. 166
innately strange, p. 177
parody, p. 180
incomprehensible, p. 185
obsessive, p. 196

5. Study the following words in context. They are taken from *The Day Kennedy Was Shot.*

anathema, p. 19
political excursions, p. 20
asperity, p. 20
camaraderie, p. 37
schism, p. 38
malcontent, p. 58
fiat, p. 61
party hierarchy, p. 61
opportunistic, p. 63
pander, p. 69
nepotism, p. 80
confreres, p. 97
adamant, p. 104
reactionaries, p. 104
overbearing, p. 116
chicanery, p. 119
multiphrenic city, p. 123
psychotic, p. 140
rime, p. 140
averted, p. 175
sporadic, p. 196
expired, p. 223
effete, p. 264
truckle, p. 288
impotence, p. 304
omnivorous, p. 334
effulgence, p. 357
obsequies, p. 359
professional detachment, p. 444
pristine bullet, p. 452
entrepreneur, p. 496
bedlam, p. 541
vortex, p. 542
shrewd amiability, p. 563

6. The following words are from *The Education of a WASP*. Study them in context.

bigotry, p. 5
ghetto, p. 5
premonition, p. 10
naive, p. 13
sadistic, p. 22
articulate, p. 23
patronizing, p. 24
neurotic, p. 33
paranoid, p. 33
apprehensive, p. 42
imperceptible, p. 45
convulsive, p. 46
retrospect, p. 72
humiliation, p. 99
imprecations, p. 121
virulence, p. 138
estrangement, p. 139
jocularity, p. 142
Uncle Toms, p. 144
plangent, p. 159
capricious, p. 174
compassion, p. 184
antagonisms, p. 188
turbulent, p. 189
desegregation, p. 206
integration, p. 207
obsequious, p. 211
bias, p. 216
speculation, p. 216
torturous, p. 219
incoherent wrath, p. 233
extortion, p. 273
verbalize, p. 282
affirmative action, p. 283

WRITING SKILLS

Although writing skills work has been integrated into unit themes, the activities which follow offer a number of alternatives for improving and reinforcing those skills.

Also related to writing are the charts and data cards included in the Study Skills section. Teachers are urged to have students develop better study habits by using these consistently.

Unit I: In Search of an American Character

The following two assignments are based on *Travels with Charley*.

1. Write a short descriptive passage of a restaurant at dawn, starting with, "Customers were folded over their coffee like ferns." (p. 34)

2. As an alternative writing activity, write a poem or an expository essay using, "Fantasy and reality collide in autumn in New England" (pp. 36-37) somewhere in it.

The next assignment is based on *Billy Budd*.

3. Show that you can use evidence from reading to make analogies by explaining the Billy Budd/Christ similarities in a two-page essay.

Satire is a technique that adolescents seem to understand and enjoy. The next assignment should be preceded by a class discussion of satire, starting with a definition. Overstatement, understatement, and situation may be mentioned as three ways of achieving satire. The assignment below is based on *Travels with Charley*.

4. Show that you understand the techniques of satire by writing a satire on the way Steinbeck writes about his relationship with Charley. In your satire, be consistent in your use of overstatement or in your use of understatement as a technique. As you begin writing, consider: a) How typical is Charley? b) What makes Charley a unifying force in the book? c) Does he play any other role?

The following assignment should be a way for students with artistic talent to demonstrate their ideas in visual form. After reading Jonathan Edwards' "Sinners in the Hands of an Angry God" students should be encouraged to try this as an alternative assignment to a written composition.

5. Make a drawing of the central metaphor in Edwards' sermon—the spider hanging over an everlasting pit. Include one line of text that seems to epitomize the fearsome sermon.

The following writing assignment is based on the vitality that Steinbeck achieves in *Travels with Charley*. It can be a class activity or a small group activity. Quote the passage on page 15. Use a ditto master. Have students circle verbs. Discuss the sensory appeal and precision of these verbs. Using the blackboard or an overhead projector, show how other descriptors may be converted into verbs, changing the vitality of sentences.

6. Using your last corrected theme paper, select the first ten sentences. Circle the verbs. Decide how full of vitality they are. Experiment with vitality by changing the verbs, either by using a thesaurus or by converting descriptive words in the sentences. Clip your revised sentences to the old theme paper and submit it to a classmate for evaluation. Then, after one classmate has evaluated and initialed it, submit it to the teacher.

An assignment designed to make students aware of vitality in Steinbeck's writing if they have read *Travels with Charley* follows.

7. Choose expressive passages—words, phrases, similes, that describe the hurricane. Rewrite this passage, changing the words. Choose expressive language and create new similes. Share your results with the class.

Reproduce the best examples of this exercise, or project them on an overhead projector as as the conclusion to this writing exercise.

Review rhyme scheme. Using *Frost: The Poet and His Poetry*, have students complete the suggested exercises below to review some learnings about poetry.

8. Show that you understand rhyme scheme by writing the rhyme scheme of "The Road not Taken" (p. 70) using the letters of the alphabet.

9. On the basis of reading Frost's theories about constructing a poem (pp. 107-23) write a paragraph explaining one of the following: a) poetry is a pattern of sound; b) a poem is a dramatic event; c) "poetry is the art of saying one thing and meaning one thing more—at least one."

10. Show that you recognize the metric pattern called iambic pentameter by finding several lines, quoting them, and scanning them. Submit the results.

11. Find and quote five lines that have alliteration. Compose five original lines that have alliteration. These may be composed as slogans or as spoofs on current advertisements.

12. After reading Frost's "Fire and Ice" (p. 59) distinguish, in essay form, the figurative from the literal meaning of a symbol such as "fire" or "ice."

13. After reading "Fire and Ice," write a paragraph or two distinguishing between connotative and denotative meaning. Discuss the importance of connotation by selecting portions of quotes or descriptions from a news article. You may wish to find quotes which become entirely distorted when removed from context. Then, offer the next assignment.

14. The question of context seems important to all of us when we are the ones quoted out of context. Context can even be important to one's interpretation of our actions. For instance, how should you help when you see a policeman chasing a woman down the street? It becomes clear how you should help—indeed, whom you should help—only when you have discovered the context of the action. The woman may be the policeman's wife, and he may be angry at her for having spent the grocery money. You might be better off to let the family handle the dispute by itself. If, on the other hand, the woman has robbed a store, the policeman is performing his duty, and you might figure out a different way to help, even if help merely means staying out of his way. Write an essay considering some humorous results of misinterpreting actions because they are viewed out of context.

Discuss point of view. Have students show the importance of point of view by role-playing scenes such as a parent/child discussion of a violation of curfew, boss/employee discussion of job performance, etc. Have students reverse roles.

15. What does Steinbeck say about objectivity? If you have read both *Travels with Charley* and *Billy Budd*, compare and contrast Melville's and Steinbeck's ideas about point of view and objectivity. Using your total reading experience, include in an informative essay a definition of point of view and of objectivity. Show examples of authors who attempt each extreme.

As the epitome of subjectivity, some authors have invented words. Students should think of advertisements and other examples of words that have recently been created. Leading from connotation, the invention of words is specifically a poetic technique. Discuss how it has extended into the business world.

16. Explain the use of "orgy" in the chapter about Texas in *Travels with Charley*. Combine, in an essay, your impressions of the importance of connotation to context with the study of the odd epitaph that Steinbeck thought resembled Lewis Carroll's poetry. Find a poem by Lewis Carroll in *The Good Life U.S.A.* Interpret the statement by Steinbeck, "I almost know what that epitaph means." Who would be the only one(s) that certainly knew?

17. Write an expository article showing Lewis Carroll as a forerunner of modern poets. Use e. e. cummings as one example of a modern poet.

18. As an alternative activity, write a poem in which you invent words that manage to convey connotative meaning. Repeat the sounds that you have established in your poem.

19. To study style, rewrite a paragraph of Edwards' sermon, putting it in modern language. Discuss Edwards' style after you have tried rewriting 25-50 words of it.

20. Write an explanation of Melville's statement, "divergence will be a literary sin." Read, if you wish, Edgar Allan Poe's "Philosophy of Composition." Students may do this assignment whether or not they have read *Billy Budd*.

Referring to the "Elements of Good Writing" section (p. 332), ask why Steinbeck probably omits Chicago from his book. What unifying factors are included in his work as far as the students can see? At the point where he discusses omitting Chicago, there is a one-and-a-half-page chapter. The fact that this short chapter acts as a transition should be brought out.

21. Write an essay on transitional words, phrases, and paragraphs with respect to their influence on unity. Base your work on a close reading of Steinbeck's comments.

Unit II: The Frontier

On the basis of Chapter VII in *Huckleberry Finn*, discuss Twain's *stylistic techniques*. Point out, for instance, the effect that short sentences have in this passage. Point out that short sentences, combined with short words, produce the effect of speed, hurry. Point out the effect of having Huck as narrator in this passage. Have students:

1. Write sentences illustrating a different one of the fol-

lowing stylistic techniques. Convey the same idea in each sentence.

- a. A simple declarative sentence with a few short words
- b. A simple declarative sentence with a few long words
- c. A simple declarative sentence with many long words
- d. A simple sentence with a few long words, made interrogative
- e. A simple sentence with almost the same words as (d) but made exclamatory
- f. A compound sentence with few short words
- g. A compound sentence with many short words
- h. A complex sentence with few short words
- i. A complex sentence with many short words
- j. A complex sentence with many long words

2. Discuss the impact on the reader when various stylistic devices are applied to writing.

3. Submit your sentences, circling the sentence which seems strongest. In parentheses beside it, write briefly why it is effective.

Although the next activity utilizes a particular title, the format may be adaptable to almost any book in the list. Have students:

4. Develop a separate *paragraph* illustrating each of the five methods of development indicated below: a) listing b) facts c) description d) analogy e) comparison and contrast. Use the following questions based on *The Sea of Grass* for content areas. Circle your best paragraph and be prepared to defend your choice in class.

- a. List various pieces of evidence that Lutie sees many objects that represent violence as a way of life in the setting of *The Sea of Grass.*
- b. Compare and contrast the children of Lutie.
- c. Give facts that make the nesters' opposition to Brewton seem reasonable.
- d. Make an analogy between Lutie's personality traits and those of another character in the book.
- e. Describe what the once-fertile range under Brewton has become at the hands of the nesters.

Refer to the "Elements of Good Writing" section (p. 332). Explain how each element relates to a paragraph unit as well as to longer units of writing such as a poem, a short story, an essay, or a novel. Using the student paragraphs collected from *The Sea of Grass* or similar assignment above, reproduce one of the best of each sample. Have students identify the five writing principles illustrated on the writing chart by finding evidence of them, if possible, on the student-constructed samples. Some questions that may lead into the paragraph study are: a. What technique helps unify the paragraph? (Is it listing, comparison, analogy, description, or presenting facts?) Where is the topic sentence? b. What words make the paragraph clear? c. What words, phrases or sentence variations in length and structure give the paragraph vitality? d. What connective words make it coherent? and e. What clauses, words or phrases of equal importance are stated in parallel form?

Assign to students:

5. In class, show that you understand *irony* by explaining the irony of the title "Bridge of the Gods" in a five-minute writing exercise at the beginning of the class period. This writing exercise will challenge you to organize your thoughts concisely within a given, brief time span.

As a follow-up to the five-minute writing exercise, have students name things in their locale in the same ironic way. Post these titles in the room over the blackboard or in some conspicuous place where students will see them every day for a week.

Vitality in writing is sometimes attained through the use of *dialect*. Refer students to pages 12 and 68 of *The High Adventure of Eric Ryback* so that they may discuss vitality that comes from description.

> The falls were the most beautiful I had yet seen. A solid sheet of blue water flowed over a towering cliff and then crashed onto the base of huge rocks and shattered, like glass, into a thousand fragments, each with its own design. The rocks, hued only a shade or two darker than the rushing water, seemed to fuse with it, as though they were melting away into the creek below.
>
> The two trees were hardly recognizable; they were but gnarled stakes of wood held upright by the solid rock from which they emerged. All branches, leaves, or buds, were long destroyed by the fierce winds, and even the bark and color had been burned away by wind and sun, leaving the wood a soft gray. Although the trees were still sturdy, large cracks were appearing in the trunk, where water had once entered and frozen. The decay had begun, and in but a few more years, the pieces would fall away and join the other wind-sculptured

pieces of wood that littered the ridge like the bleached bones of some ancient giant.

Ask students if the last passage in any respect furthers the monster metaphor started in the beginning of the book. Have them:

6. Underline adjectives (including participles) in both these descriptive passages. Identify original expressions. Circle exact words, phrases or comparisons. Discuss vitality in humans.

Except for the Cherokees, Indians had no written language. Partly because of this, many Indians were especially skilled at oratory. Have students:

7. Collect and copy outstanding Indian speeches from several other sources. Underline examples of *simile* and *metaphor*. Identify the speaker and tribe for each speech where possible. Document your sources.

If students have read *The High Adventure of Eric Ryback*, try these:

8. In an essay, describe the points in his journey in which Eric's views toward God, nature, and man undergo change.

9. In an essay to persuade, imagine that you are like Eric and would like to go off on a wilderness trek alone. Persuade your parents that you should go.

Unit III: Industrial America

Assign to students the following activities:

1. Make a list of job possibilities for women by writing a composite summary of jobs held by women in your community. Use interviewing or letter-writing techniques to elicit information.

2. If letter-writing techniques are chosen for the above activity, review principles of composing a business letter by using a grammer text; then before sending the letter, have the teacher make corrections or changes.

3. The importance of a car to a sixteen-year-old can be underscored by a brief survey of your classmates or any other group of students that age. Write a one-page funny poem about cars. Before you begin, you may wish to read E. B. White's "The Hour of Letdown" from *50 Great American Short Stories*.

4. Consult historical sources to discover what elements of

industrial expansion combined to produce the lifestyles which characterized the "Roaring Twenties." Include transportation, communication, illegal activities such as drinking and gambling, extravagances such as huge parties, and any other topics which help define the "Roaring Twenties." Remember to focus on elements of industrial expansion which may have produced these. In your report, document sources.

One way to attain coherence in writing is to use a proper conjunction to connect elements of a sentence. The writing exercises below are offered to help students recognize conjunctions and to help them see the need for using the appropriate one.

5. Using ten of the subordinating conjunctions listed below, write ten sentences about one of the readings in this unit. Write the sentences in such a way that you leave space beside each conjunction for a second conjunction. Add, in parentheses, the second conjunction to each sentence showing by the parentheses that only one conjunction* at a time is appropriate. Study the difference in meaning which results from changing the conjunction.

after
although
as
as if
as though
because
before
but that
even if
how
if
in order that
lest
provided that
since
so that
than
that
though
till
unless
until
when
whence
whenever
where
whereas
whether
while
why

6. Repeat the above instructions using coordinating conjunctions *and, or, but, nor* in four sentences, then changing the conjunction in each of the four.

7. Using the last book read in this unit, identify the following by giving an example and the page on which you found it.

a. Find a correlative conjunction construction.
b. Find a subordinate conjunction construction.
c. Find a construction where a semicolon substitutes for an omitted conjunction.
d. Find a sentence which shows a change of thought.

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*Note that sometimes two or three words function as a single conjunction.

e. Find a transitional paragraph.

f. Find a coordinate conjunction which connects two independent clauses.

g. Find a coordinate conjunction which connects two verbs.

h. Find a coordinate conjunction which connects two subjects.

8. Keeping coherence in mind as a writing goal, compose an editorial or a letter to the editor regarding some problem posed in the book you read in this unit. The reading may be a short story or a short selection from a longer work. Have another student who is working on coherence evaluate your product before you submit it for correction.

9. Coherence may be achieved in any number of ways when a writer builds a paragraph. One method is plainly illustrated below in the selection from "The Lucid Eye in Silver Town" by John Updike.

> My uncle didn't know much about the location of bookstores in New York—his last fifteen years had been spent in Chicago—but he thought that if we went to Forty-second Street and Sixth Avenue we should find something. The cab driver let us out beside a park that acted as kind of a backyard for the Public Library. It looked so inviting, so agreeably dusty, with the pigeons and the men nodding on the benches and the office girls in their taut summer dresses, that without thinking, I led the two men into it. Shimmering buildings arrowed upward and glinted through the treetops. This was New York, I felt; the silver town. Towers of ambition rose, crystalline, within me. "If you stand here," my father said, "you can see the Empire State." I went and stood beneath my father's arm and followed with my eyes the direction of it. Something sharp and hard fell into my right eye. I ducked my head and blinked; it was painful. (*50 Great American Short Stories,* p. 493)

The place, New York, named in the first sentence of the paragraph, is repeated throughout the paragraph. Repetition, therefore, gives this paragraph its coherence. You will notice that the repetition need not be exact; instead, modern authors tend to vary repetition.

10. First, find and record paragraphs which illustrate one of the principles of coherence named above or another

principle of coherence which you discover on your own. Second, write two original paragraphs, each one illustrating a principle of coherence.

11. Use the format of *Buying* to create a visual essay. You may include either photographs which you have taken or pictures from magazines. The writing, however, must be original. Aim for improved coherence.

Unit IV: Multiethnic Studies

1. The books in this unit convey, through simile and metaphor, through action-packed verbs, and through precise word choice in their descriptive passages the writing power called variety or vitality. Have students study the passages below. Then ask them to discuss how each passage contributes to the vitality of the book(s) read by their discussion group.

a. Simile and metaphor from *I Know Why the Caged Bird Sings:*

"... smelled like a ... sour angel." (p. 18)

"... seeing him [father] ... had shredded my inventions like a hard yank on a paper chain. ..." (p. 44)

"... rang like a metal dipper hitting a basket. ..." (p. 45)

"... picked up like snuff ... put it under his lip." (p. 76)

b. Simile and metaphor from *I Am Joaquin:*

"... I am the eagle and serpent of
The Aztec civilization." (p. 16)

"... I rode with Pancho Villa,
crude and warm,
A tornado at full strength. ..." (p. 34)

"... I bleed as the vicious gloves of hunger
cut my face and eyes. ..." (p. 60)

"... Her eyes a mirror of all the warmth
and all the love for me. ..." (p. 79)

"... Like a sleeping giant it slowly
rears its head. ..." (p. 93)

c. Simile and action verbs from *When the Legends Die:*

"The first horse Tom rode out of the chute was a big roan as mean as a tomcat with its tail on fire. It made such a fuss that Meo had not only to ear its head down but bite the tip of one ear while Red saddled it. Then Tom straddled the chute, let himself down easy into the saddle, got set, and Meo opened the gate. The horse lunged out, bucking, side-jumping, fighting like a fiend. Tom, riding in dry chaps, felt the rein slip in his sweaty hands, tried to recover the slack, lost a stirrup and went head over heels." (p. 90)

d. Metaphor from *When the Legends Die:*
"... he knew that time lays scars on a man like the chipmunk's stripes, paths that lead from where he is now back to where he came from, from the eyes of his knowing to the tail of his remembering. They are the ties that bind a man to his own being, his small part of the roundness." (p. 215)

e. Descriptive passage which appeals to the sense of smell from *When the Legends Die:*
"His nose quivered at the smell of horse sweat, man sweat, at the smell of the corrals, fresh pine oozing pitch, fresh hay, manure, urine. The choking alkaline smell of dust churned up in the arena, and the hot, clean smell of sunlight, the cool, clean smell of a cloud shadow. The smell of hot, sweaty leather, the horse smell, the sweat-and-wool smell of saddle blankets. The smell of old boots, dirty levis, sweaty shirts. The leather-and-horse smell of your own hands, the sour smell of your own hatband." (p. 119)

f. Descriptive passage which appeals to the sense of touch from *When the Legends Die:*
"He felt the tightness in his belly as he sat in the saddle, braced, just before the gate opened. The quiver in his legs, spurs hooked just ahead of the horse's shoulders. That first lunge, the jab of the cantle in the small of his back, the thrust of the pommel in his lower guts. The feel of the horse you got through the rein, taut in your left hand the feel of his ribs beneath your calves, his shoulders beneath your thighs. The feel of the stirrups, the rake of the spurs, the rhythm. The jolt of the ground through your horse's stiff legs, like a hammer blow at the base of your spine . . . The feel of the ground again, the ride done and over, and the weakness of your knees. . . . (p. 119)

g. Descriptive passage which appeals to the sense of sight from *I Know Why the Caged Bird Sings:*
"The sounds of tag beat through the trees while the top branches waved in contrapuntal rhythms. I lay on a moment of green grass and telescoped the chil-

dren's game to my vision. The girls ran about wild, now here, now there, never here, never was, they seemed to have no more direction than a splattered egg. But it was a shared if seldom voiced knowledge that all movements fitted, and worked according to a larger plan. I raised a platform for my mind's eye and marveled down on the outcome of 'Acka Backa.' The gay picnic dresses dashed, stopped and darted like beautiful dragonflies over a dark pool. The boys, black whips in the sunlight, popped behind trees where their girls had fled, half hidden and throbbing in the shadows." (p. 115)

h. Descriptive passage which appeals to the sense of hearing from *I Am Joaquin:*

"... the music of the people stirs the
revolution.
Like a sleeping giant it slowly
rears its head
to the sounds of

tramping feet
clamoring voices
mariachi strains
fiery tequila explosions. ..."
(p. 93)

Assign to students:

2. Underline the first five verbs in any piece of your recent writing. Using thesaurus and dictionary, find five synonyms for each verb, and then select the most vivid verb from each set. Find and mount a picture which precisely illustrates the meaning of each verb. Write verbs beside each of the five pictures.

3. Refer to a sourcebook, if necessary, to distinguish between slang and "jargon." Then interview one person a day for ten days. Select persons having varying jobs to find ten jargon words from each person. (The jargon words do not necessarily have to pertain to a person's work.) If possible, find jargon in the book you are reading at present. List as many jargon words as possible from the book. Keep jargon lists separate, so that you will be able to use these lists in a writing exercise.

4. Create character and a setting which would enable the character to appropriately use one set of jargon which you

collected in the jargon exercise. Write a character scene in which you show the character talking, acting and thinking.

Unit V: Rebellion and Reform

Many of the vocabulary and study activities also include writing activities for Unit V.

Unit VI: Individual and Collective Power

Assign to students the following activities:

1. Bring pictures of the United Nations Building to class. After reading the section in *Peacemaking* on the United Nations, explain to the class or a small group how the various parts function to preserve and promote understanding among nations.

2. In a small group list some of the major scientific inventions of the early twentieth century. Then discuss: Which inventions gave people the ability to increase the quality of life? Which were eventually turned into weapons of destruction?

Social power seemed to reach its zenith during the early years of the twentieth century. It was a time when there were vast social distinctions made on the basis of wealth. Many very, very poor people served a few very, very rich.

3. One humorous incident that emerged out of the tragedy of the sinking of the *Titanic* was the demand by some suffragettes that women should have been allowed an equal chance to drown. Having studied the account of the tragic accident, present a debate: Resolved: That women should have been allowed an equal chance to drown. Use *The Good Years* (pp. 239–68) as a source.

4. Understanding the urgency of wartime and the distortion it may bring to youth's point of view is a theme in *A Separate Peace*. Using the above statement, write an essay showing how the distortion affects the lives of several characters, Gene and Phineas included.

5. The feeling of powerlessness evident as Gene struggles competitively against Phineas may very well have been similar to those Lee Harvey Oswald felt as he viewed President John Kennedy, in no way a competitor but in every way a symbol of success. In an essay analyze the ways that Gene differs from Oswald. Use *The Day Kennedy Was Shot* (pp. 279–89) and the entire story *A Separate Peace*.

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